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ABSTRACT

Truckee Meadows Community College's (TMCC) (Nevada) Interim Report covers activities from October 1995 through August 2000. Part A addresses the institution's responses to the five general recommendations from the 1995 Northwest Accreditation site visit: (1) that the college incorporates missing components into one of its degree programs and several certificate programs, which at the time of the site visit were lacking a component of general or other related education; (2) that the college immediately construct a conceptual framework that links information to a planning process that would provide the institution a sense of direction; (3) that faculty define opportunities within their curricula that ensure students will acquire skills in applying information and technology; (4) that the college achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII; and (5) that priority be given to establishing an organizational structure and accompanying operating procedures that are clearly defined. Part B addresses questions related to other institutional changes. Part C cites significant changes related to commission policies and standards. In general, the college developed a new mission and strategic goals; new emphases were added to the college's degree programs; and the institution is offering new ways to meet student needs. There is also an expanded focus on assessment. (JA)

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TRUCKEE MEADOWS COMMUNITY COLLEGE

FIVE-YEAR INTERIM REPORT

Prepared for the Commission on Colleges

Northwest Association of Schools and Colleges

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EXECUTIVE SUMMARY

Truckee Meadows Community College's Interim Report covers activities from October 1995 through August 2000. Part A addresses the institution's responses to the five general recommendations from the 1995 Northwest accreditation site visit. Part B contains the college's responses to the twelve questions for interim reports. Part C cites special accomplishments. Section D is the appendices.

Truckee Meadows responded quickly to the Northwest Commission's report. The college president addressed the five areas weeks after the team left. He reported those early 1996 steps in a letter to the Executive Director. The college supplied a follow up report in 1997 in preparation for a site visit. Actions from these two reports are listed before the current status of each general recommendation is described.

Recommendation One addressed a lack of related instruction in several occupational programs. All of the programs but one were reviewed and revised to include related instruction courses rather than embedded curriculum. One Certificate of Achievement program continues to have embedded human relations and computational skills. The content for both areas is identified in specific courses and approved by Faculty Senate.

Recommendation Two involved Standard One, Institutional Mission and Objectives; Standard Five, Educational Program and Its Effectiveness; and Policy 25, Educational Assessment. The college addressed these issues through its reorganization, strategic planning processes, and college assessment committees. The shared governance organizational structure, the appointment of a new college president, and the dedication of faculty committees to use assessment tools for program improvement have made a major impact on the institution. The college's Assessment Plan currently being implemented will "close the loop" for planning, budgeting, and accountability related to institutional assessment.

Recommendation Three addressed the library and information technologies. Some of the college's greatest strides were made in this area. The library personnel underwent significant philosophical changes. They became student and faculty oriented. Tours of the library increased, program library assignments were developed, student services were expanded, more computers were added, databases were increased, and faculty and librarians now work together well. The college's information technologies also changed substantially; the Information Technology Vision was drafted and components of the planning document were started.

Recommendation Four cited inconsistency in faculty evaluations. Substantial work was undertaken to use student evaluations in all classes, to evaluate consistently all full-time and part-time faculty, and to involve faculty in developing the evaluation process. The college now has sound evaluation procedures.

Recommendation Five addressed the organizational structure and participation of faculty in decision-making. The college lacked stability and a good communication process.

Reorganization of the college was started immediately. A shared governance model exists with faculty participation at all levels. Communications were improved through better reporting and feedback.

Part B related to twelve questions. Some of the highlights from these questions are:

- The college developed a new mission, vision, and strategic goals.
- Faculty became more involved; their participation resulted in positive attitudes.
- A significant number of new emphases were added to the college's degree programs.
- The institution is offering new ways to meet student needs such as weekend college and tri-semester scheduling in some occupational programs.
- Student support services have expanded in many areas.
- Student enrollment increased.
- The use of information technology increased; the college has more computer labs and a new telephone system.
- The college is focusing on several new instructional areas to serve better our diverse student populations.
- The institution added an "Outreach" division to address needs of business and industry as well as specialized programs for non-traditional students.
- The college continues to decentralize its operations.

Part C addresses significant activities not related to Parts A or B. Major acknowledgements in this area are:

- TMCC has an expanded focus on assessment, including a campus-wide Annual Plan.
- The college is involved in community partnerships such as K-16 activities.
- More scholarship dollars are available for students.
- TMCC expanded special programs for students such as LEAP.
- College Facilities Master Plan is almost finished; it provides direction and long range planning.
- Instructional space increased as did technologies and classroom equipment.
- Faculty increased professional development, conducted research, authored publications.

In summary, the institution has undergone substantial internal and external changes during the past five years. The college has a focus and a plan. Faculty and staff seem to appreciate their involvement in shared governance. TMCC is involved in the community, and the community is involved in the college.

INTRODUCTION

Truckee Meadows Community College (TMCC) had its full-scale reaffirmation of accreditation site visit October 11-13, 1995. The Northwest Evaluation Committee Report provided the college with five general recommendations in addition to suggestions and area/program recommendations related to the TMCC Self-Study. The college sent a follow up report in October 1996 describing action being taken for all five recommendations. Between October 1995 and October 1997, the college addressed all specific suggestions and the five general recommendations through its Accreditation Committee as documented in its 1997 Focused Interim Report and site visit. The 1997 Northwest Report from the site visit complimented the college on its progress and made just one general recommendation. The evaluators recommended that the college "stay the course" and continue working with the plans underway for the 1995 general recommendations. The college reported action planned and the progress made on the five 1995 general recommendations in 1995, 1996, and 1997. A summary of these actions and the current status as of fall 2000 are described briefly in Part A.

The college investigated expanding its educational services to students through the delivery of distance education courses and submitted a substantive change prospectus to the Commission on Colleges in February 1998. The prospectus was approved, and TMCC's site visit was in March 1999. One recommendation was made in the Northwest Report. That current status of steps taken to address this recommendation is also briefly addressed in Part A.

Part B includes responses to twelve questions of the standard 14 questions listed for all interim reports. Where appropriate, supporting documentation is included in the appendices.

Part C addresses the highlights and other significant college changes or activities related to Commission Policies and Standards undertaken to maintain a high level of accountability. Some of the activities are completed; others are underway or part of longer range strategic planning. These are in addition to the activities described in the Parts A and B.

The appendices are the last section; they contain relevant documentation related to several of the responses provided in Parts A, B, or C. Other documents that were too extensive to include in the appendices will be available for the site visitors upon their arrival at TMCC.

1.0 PART A: ACTIONS TAKEN REGARDING RECOMMENDATIONS

2.1 1995 Site Visit

The Northwest Commission team of eleven individuals chaired by Dr. Vernon Pickett, President of Lower Columbia College, visited Truckee Meadows Community College October 11 – 13, 1995. The report to the Commission listed five general recommendations and 32 smaller suggestions. TMCC began addressing the general recommendations immediately. On December 7, 1995, the President of the college sent the Executive Director a short response on the immediate actions being taken. December 14, 1995, TMCC received a letter from Executive Director Joseph Malik stating that the Northwest Commission had reaffirmed TMCC's accreditation at the December meeting; the Executive Director requested that a follow up Progress Report on the five general recommendations be submitted in fall, 1996. The Executive Director also asked that a Focused Interim Report be submitted in 1997 for a Northwest follow up site visit. The Five-year Interim Report and follow up visit were scheduled for 2000.

Each of the five general recommendations is cited in the following pages along with the first steps taken to correct the situation. The current procedures/status for each follow the action reported in 1997.

2.2 General Recommendation One

One degree program and several certificate programs identified in the body of this report lack a component of general education or other related education, resulting in noncompliance with Commission Policy 15 and Eligibility Requirement 10. The Committee recommends that the College incorporate the missing components into those programs no later than the fall term 1996.

2.2.1 Action Reported in 1996

Instructional deans reviewed their respective areas in light of Policy 15 and Eligibility Requirement 10 and made recommendations for an internal approval process to verify the components of all degrees and certificates. These changes occurred: (1) Architectural Design was reviewed and resigned, adding new courses including MATH 221, Technical Calculus. (2) Early Childhood Education program description was changed to show that the mathematics course listed in the catalog description was a required course. The change was reflected in the catalog the following year. (3) Dental Assisting contained embedded computational instruction and human relations; however, the elements of these two areas were not clearly identified on course outlines/syllabi. MATH 100B was added to the degree program; components of human relations equating to three credit hours were identified in DA110B, Orientation to Dental Assisting, and DA112B, Dental Head and Neck Anatomy. A Faculty Senate Committee reviewed the list of embedded components and approved them as equivalent to a three-credit course. The department chairs for those areas signed off on the equivalency. For the Dental Assisting Certificate of Achievement, both computational skills and human relations were embedded. The

same procedure of Faculty Senate Committee and departmental chair approvals was obtained for both of these embedded curricula. (4) Applied Industrial Technology had embedded mathematics in Automotive and Environmental Controls Technology Certificates of Achievement. Diesel courses were realigned to fit industry needs. Mathematics courses were added.

In addition, division chairs were assigned the responsibility to review the program requirements for new degrees and certificates for related instruction components and general education requirements prior to seeking internal approval for them. If a new program had embedded curriculum components, the division chair was required to provide a detailed list of the elements embedded along with the number of hours spent on each element prior to the program being submitted to college committees for approval. TMCC corrected the deficiencies it had in related instruction for all four program areas.

2.2.2 Action Reported in 1997

Program administrators reviewed and corrected the related instruction/general education requirements noted in General Recommendation One; separate courses rather than embedded curriculum would serve TMCC students better. The one exception was the existing embedded curriculum in the Dental Assisting Certificate of Achievement. The program administrator had previously reviewed the curriculum, identified the mathematics competencies and time spent teaching them, demonstrated to the Chair of the Mathematics Department that the embedded competencies equated to a three-credit, college level mathematics course and obtained Faculty Senate approval.

In the other program areas, major changes were approved for the Applied Technology Division's Automotive, Diesel, and Environmental Controls Technology Programs through the Board of Regents. In addition, the college sought legislative funding to relocate these space intensive programs to a larger 83, 000 square foot facility as soon as remodeling could be completed.

The Architectural Design program also underwent major changes including the addition of a mathematics course. The program utilized an active, technical skills board and employers to revise the program and align it with the program at the University of Nevada, Las Vegas. The Board of Regents approved the changes.

The Early Childhood Education program administrator examined the amount of embedded mathematics in the courses and determined that the competencies and time spent teaching them did not equate to a college level, three credit course. A mathematics class was added to the curriculum.

2.2.3 Current Status

Faculty Senate
Faculty Senate Academic Standards Committee passed a motion approximately two years ago that required all future degree and certificate of achievement programs to have

related instruction and general education courses rather than embedded curriculum. Currently, only the Dental Assisting Certificate of Achievement of the four programs listed with a deficiency in 1995 still has embedded curriculum. Faculty Senate committees approved three required Dental Assisting courses as having human relations components equating to a three credit class; these three are listed among the other TMCC human relations courses. The embedded mathematics content is covered in several courses with the number of hours of instruction in mathematics identified in each. The Chair of Mathematics verified that the amount and difficulty equated to a three credit course.

Northwest Liaison Officer

The Northwest Liaison Officer reviews each new catalog for the inclusion of all related instruction and general education requirements for degree and certificate of achievement programs. In addition, the officer serves on both the Faculty Senate's Academic Standards and Curriculum Committees to review the new degree and certificate of achievement proposals for compliance with Commission policies and eligibility requirements.

2.3 General Recommendation Two

Documents exist which identify criteria, indicators of institutional effectiveness, and assessment processes. However, there is little evidence that planning; assessment of student learning outcomes; and relevant data retrieval, interpretation, and application actually take place. Also, sufficient supporting data for institutional program review and evaluation could not be found. There is not a conceptual framework or scheme which links data/information to a planning process which would provide the institution a sense of direction or purpose. Many of the basic components are present, but they are not focused. In fact, most employees freely admit there is no general sense of where the institution is going or a shared vision. It is recommended that the College immediately implement energetic efforts to correct this situation. These efforts should be clearly delineated, have specific time lines, and involve all constituencies (Standard I - ***Institutional Mission and Objectives****; Standard V -* ***Educational Program and Its Effectiveness****; Commission Policy 25 -* ***Educational Assessment****).*

2.3.1 Action Reported in 1996

The 1996 President reported that communication was the bigger factor in planning. To address the internal needs of the campus, he took these steps in December 1995:

- Created a Vice President for Planning and Development, the number two officer, whose responsibility was to coordinate all planning functions college-wide.
- Completed the search for two vice presidents whose positions impacted planning functions.
- Redesigned deliberative bodies and processes.
- Reviewed timelines and processes for both institutional effectiveness and learning outcomes.

- Provided training and in-service for faculty, staff, advisory boards regarding planning processes, environmental scanning, curriculum to solidify institutional effectiveness indicators for college-wide measures.
- Developed a framework for utilizing data already being collected and data needed for institutional effectiveness and program effectiveness in order to plan effectively in both the short-term and long-term.
- Identified the processes to be used to accomplish these steps. They were:
  (a) Open communications and college-wide forums to allow for input through Planning and Development Division.
  (b) Include appropriate Faculty Senate bodies in the development of strategies, goals, and action plans.
  (c) Involve the community through Futures Conference and strong technical skill boards for direct input for program outcomes.

2.3.2 Action Reported in 1997

As a result of the continuing planning processes underway during the 1995 Northwest visit and the appointment of Acting President John A. Richardson a few months later, the college reported that the reorganization functions related to planning and budget procedures were being finalized. The 1997 Focused Interim Report cited additional functions or measures underway under the direction of the Vice President of Planning and Development. The following changes were developed or carried out through the six major, college-wide planning process activities:

- New mission, vision and strategic goals
- New strategic planning process that included short-term and long-term facilities planning
- Enrollment planning
- Integration of administrative and instructional technologies
- New and future instructional programs, continuing education, and job training consolidation
- Accreditation needs
- Institutional effectiveness strategies
- Provision for college-wide staff development activities
- Development of a comprehensive career center
- Focus on economic development

The report explained how the six-phase planning process worked to establish planning parameters, develop unit plans (vertical planning), identify strategic planning (horizontal planning), consolidate results of planning and make recommendations for budgeting and priorities, validate the planning process, and identify resource allocations.

The college used the six-step process to develop a comprehensive College Strategic Plan that included a two-year Academic Master Plan. The College Strategic Plan addressed all phases of college planning: this was TMCC's first comprehensive planning document.

As a part of the planning process, the college took a critical look at instructional assessment and institutional assessment. Some of the planning areas that needed attention were:

- Timelines for instructional assessment
- Improved data collection and use of data in reporting and planning
- Measurable standards for "outcomes" and competency-based curriculum
- Funding for additional staff development
- Refinement of performance indicators to measure institutional effectiveness
- Plan for developing college-wide assessment of learning outcomes by program area and developing an outcomes matrix identifying for each program the program standards, assessment methods, and use of results.

Faculty committees were formed to identify what general education outcomes they felt TMCC should pursue. After substantial committee involvement, the faculty settled on communication skills, critical thinking, and problem solving. The full-time administrators assigned to assessment and program outcomes made presentations to small groups of faculty and to divisions. Their activities were summarized in various reports.

In addition, a summary of TMCC's action related to planning activities was prepared for the campus and used for the October 1997 site visit. The "Assessing Institutional Effectiveness" provided timelines for continued work on assessment activities including the "Chart of Institutional Effectiveness" that identified the college's areas of planning and the performance indicators for each. Reports on the data related to the performance indicators are published annually in various college documents and are used informally by areas of the campus for planning and budgeting. See Appendix A for the Chart of Institutional Effectiveness and Appendix P for the Executive Summary of "Assessing Institutional Effectiveness."

2.3.3 Current Status

Since the 1997 Focused Report, TMCC has continued to make progress on its steps to meet General Recommendation Two issues related to Standard I – Institutional Mission and Objectives, Standard V – Educational Program and Its Effectiveness, Commission Policy 25 – Educational Assessment.

Mission and Planning

In regard to Institutional Mission and Objectives, TMCC has maintained its focus and continues to use its six-step process for planning. Acting President Richardson was appointed President, and the Board of Regents approved the institution's reorganization plan in June 1997; the college stabilized. One of the early steps was to hire a Director of

Institutional Research to assist the campus in collecting, analyzing, reporting, and using data for more effective planning and budgeting.

Chart for Institutional Effectiveness

The Chart for Institutional Effectiveness continued as a measure of the college's accomplishments. The Chart and indicators were reviewed and refined approximately one year after their adoption. The number of original performance indicators was reduced while several new ones were added. The refinement is a direct result of having a researcher on campus to assist with determining the measurability of the performance indicators and their relevance. In 1999 and 2000 both areas were reviewed again and further refined. The eight "Areas of Inquiry" identified on the Chart of Institutional Effectiveness were consolidated into six and the number of performance indicators reduced to 24. The six areas of inquiry are: access and equity; employment preparation and placement; instructional effectiveness; resource effectiveness; occupational/vocational/workforce training; development/remedial. The college's vision and strategic goals and the University and Community College System of Nevada's (UCCSN) mission for community colleges reflect these six "Areas of Inquiry." The performance indicators include the expectations of the college's students. (See Appendix A and response to Question 12.)

Data for these performance measures are reported annually in such documents as "Planning for the 21st Century," which is a summary of activities and data related to institutional effectiveness. College administrators were also provided with the updated data on performance indicators and were asked for input. Feedback comments were favorable. Additional institutional assessment measures are included in the Assessment Plan and will be addressed by the new college-wide Assessment Committee being formed.

Data Collection

Data collection and use underwent substantial change. Some documents such as the annual FACT BOOK continued to be published; however, the design and data included were modified to improve usefulness of the document. The revisions included such areas as enrollment trends, student profile, outcome measures, campus resources, and external environmental issues. During the last two years, the FACT BOOK was published electronically for general use. The campus and the System reacted positively to the changes. Hard copies of these documents will be available for the Northwest site visitors.

In addition to the revised FACT BOOK, the college researcher also developed a schedule for data collection and surveys that provides for systemic reporting, planning and budgeting by all areas of the campus. Divisions and departments have access to these documents for program reviews, unit and division planning, funding initiatives and other administrative uses.

Planning and Policy Council

In another area, the planning processes were improved for greater efficiency. The campus-wide Institutional Effectiveness Committee that reviewed all campus activities

was replaced with the Planning and Policy Council, also representative of the entire campus. The major difference is that the Council is the over-sight committee that recommends action to the President for his final decision. More details on this are included in a later section.

Environmental Scanning
Such planning endeavors as Environmental Scanning and Forecasting Team activities continued to monitor external information that could impact TMCC's programs and direction. The campus scanning teams systematically gathered data since 1995; training sessions were held several times each year to familiarize new personnel with the purpose and techniques of this planning tool. Environmental scanning documents were also collected during 1999 – 2000; however, scan teams didn't meet since they had a workshop during spring semester 1999 and determined that core trends had not changed over the past two years. Environmental scanning activities will continue during the 2000-2001 year; college strategic goals will be reviewed in light of the scanning findings.

Academic Master Plan
The college's Academic Master Plan is updated annually in accordance with the Board of Regents academic review cycle. It is structured to reflect the six-fold mission of the University and Community College System of Nevada as well as the college's strategic goals. The Academic Master Plan is one component of the College Strategic Plan. A copy of the Academic Master Plan will be available for the Northwest visitors in October.

Strategic Planning Report
A Strategic Planning Report covering the achievements of the college between July 1997 and July 2000 is being prepared for distribution this fall. It will reflect the four divisions of the 1997-2004 College Strategic Plan.

Program Review Revision
One way TMCC has addressed Standard V – Educational Program and Its Effectiveness, was by using Faculty Senate's Academic Standards Committee to coordinate a revision of how TMCC developed and used its four-year program reviews. With the approval of the Leadership Team and Academic Standards, a subcommittee met frequently throughout the 1997 – 1998 academic year with the instructional administrators to develop a Three Level Program Review. The major components of the plan approved by Faculty Senate May 1998 are:

1. Level One Program Reviews are a collection of data compiled annually by the institutional researcher for faculty and administration use in planning and budgeting sections. The major numerical components included are: enrollment, FTE, grades, faculty, trends, efficiencies and other information needed to make scheduling and other program decisions.

2. Level Two Program Reviews are used for program enhancement and to provide more in depth information if strengths and weaknesses show trends that need to be addressed prior to the next scheduled review for that program. The review

provides an analysis of the program, identifying how the program relates to the mission, strategic college goals, and identifying additional support needed to improve any employment trends or program trends that show reduced effectiveness or productivity. Academic Standards and others participating in the Level II review are expected to make recommendations to the Vice President for Academic Affairs for improving the program. The recommendations could include funding for program enhancement or termination of the program.

3. Level Three Program Reviews are comprehensive reports used to fulfill both internal planning needs and meet the Board of Regents guidelines. Summaries of these reviews are submitted annually to the Board. Data for compiling the review are supplied by the Assistant Dean of Institutional Research and Assessment. An outside consultant is hired to conduct each review, meet with appropriate technical skills committee members or employers, analyze the data compiled by the researcher, and draft the report for college and Board of Regents use. The Level Three Program Reviews are presented to Academic Standards prior to being submitted for the Board of Regents. Academic Standards makes its recommendations to the Vice President of Academic Affairs.

4. Action Plans follow completed program reviews and are developed by the program administrator. The Action Plan is a five-year document that describes the actions to be taken, assesses the responsibility for the plan, designates a timeline with interim reports as needed, and brings closure to the process with an addendum to the Program Review. The purpose of the Action Plan is to provide documentary evidence of program improvement through curricular modification, planning, and/or budgeting. Funds necessary for program improvements are identified through the budget initiatives submitted to the appropriate vice president by the division administrator. All budget initiatives are linked specifically to unit goals and college strategic goals. The Action Plan component of the Three Level Program Review hasn't been fully implemented yet.

Last year the Vice President of Academic Affairs changed the program review cycle to every five years.

Instructional Assessment

Educational assessment has been a primary focus of TMCC for the past seven years. During the early 1990's, the term was foreign to many faculty members. Developing an understanding of what educational assessment is has been a long, steady, persistent college effort. The college brought in consultants from Johnson County Community College and sent faculty and administration to various workshops on assessment. For two consecutive years the college appointed full time administrators to work specifically with faculty as the earlier Northwest reports cited. Also, the college supported faculty committees with services and stipends for the chairs of committees, and used every means available to help develop a sound foundation for this important undertaking.

Early in TMCC's assessment endeavors, faculty committees were formed to identify what general education outcomes they felt TMCC should pursue. After substantial committee involvement, the faculty settled on communication skills, critical thinking, and problem solving. Faculty committees for general education and program/learner outcomes met and reported their activities over a two-year period, 1997 - 1999. The Program/Learner Outcomes Committee developed a seven step outline for program outcomes to follow. The General Education Committee completed a pilot study to determine how well TMCC students compared to national data for general education knowledge. Chairs of the two committees were compensated. Some of the key components from these meetings and annual reports included these recommendations:

1. The assessment of full-time new students in the areas of English and mathematics as they entered TMCC

2. Development of pre- and post-test sampling of students to determine growth in general education areas compared to national statistics

3. Success rate of students taking national or regional licensure or certification tests

4. Program and learner outcomes developed through faculty within instructional divisions

5. Learner outcomes assessed through licensing and certification and through TMCC follow-up employer studies

6. Placement of program completers

7. Regular reports on assessment showing the analysis, planning, and budgeting undertaken

The college has made significant progress between 1995 and 1999, but more work remains to be done.

August 1999 TMCC hired its first Coordinator of Outcomes Assessment. (The position was just enlarged to include ACCUPLACER assessment testing in the areas of English and mathematics of all new, first time, full time students in May 2000. The position title was changed from Coordinator to Director July 2000 because of the additional responsibilities.) The newly hired Coordinator began working immediately to meet with all program coordinators to develop a measurable outcome assessment plan for each program. Some of her activities were as follows:

- Provided four workshops on outcomes assessment to 28 full-time faculty and 12 staff.
- Provided 31 faculty with individual assistance with their outcomes assessment plans.
- Mailed an outcomes assessment brochure to 234 faculty/staff.

- Developed an outcomes assessment web page that provides exhaustive information about assessment terminology, format, process and techniques as well as sample assessment plans from several disciplines.
- Provided campus-wide assessment outreach distributing materials and/or making presentations to Faculty Senate, Academic Standards, English faculty, business faculty, nursing faculty, and the Leadership Team.
- Made her schedule fit the schedules of those needing information or assistance.
- Worked to change the culture and improve the acceptance of instructional assessment.

The academic assessment component of the Assessment Plan builds on the assessment efforts already underway. The Assessment Office assists faculty in many ways. Research, technical, and administrative support are provided to all academic areas. Fourteen programs have outcome assessment plans completed and 17 have partially completed plans. No progress was reported to the Director for ten program areas during 1999-2000. See Appendix B. Faculty members from six program areas asked for assistance in developing surveys and measurable outcomes. An Outcomes Assessment Manual is available to faculty in an electronic format. Workloads impact how much time faculty members are willing to give to program or course outcomes. Additional support for the Assessment Office will be provided by a part-time position funded through Carl Perkins funds. The individual hired will assist with assessment activities and data reporting at the TMCC Technical Institute.

The Assessment Plan calls for an Institutional Assessment Committee with subcommittees to address all aspects of assessment including general education and program outcomes. The Director will be directly involved in supporting the work of the Institutional Assessment Committee and the subcommittees that will be developed to address the scope of the Plan. Additional information related to instructional assessment is given in Part B of this report.

Assessment Plan

The Assessment Plan is a campus-wide assessment document that identifies not only academic assessment but also administrative. The goal is to establish a unified, centralized effort where information can be used to create change. The Assessment Committee, consisting of faculty and administration, will close the assessment loop process. The Assessment Plan is a road map and a vehicle for carrying out comprehensive assessment for the campus; it identifies three levels of assessment: institutional assessment, program/department assessment, and course/unit assessment. The institutional assessment component is designed to be a measure of the entire college and a determination of how well the college is meeting its mission, vision, and strategic college goals. Monthly reports of the Institutional Assessment Committee will be made to the Planning and Policy Council, the final authority of resource allocation. The components of institutional assessment are:

- Performance indicators
- Climate surveys

- Student follow-up research
- Operations Research
- Focus groups

The components of program and department assessment are:

- Program and general education outcomes
- Program review
- Matriculation evaluation
- Placement test validation
- Departmental outcomes

The course and unit level assessment components are:

- Course outcomes assessment
- Course prerequisites
- Student evaluations
- Unit goals
- Classroom assessment techniques

In order for the Assessment Plan to achieve its purpose, the campus will adopt an outcomes-based Annual Plan. The plan will consist of the following components:

- Unit goals consolidated to produce departmental outcomes
- Measurable departmental outcomes are consolidated to produce strategic unit goals
- Individuals, units, and departments are connected to campus-wide goals

The result of these components being completed will be that:

- A shared vision is produced
- Tangible measures of progress and effectiveness will be gathered and reported
- The Annual Plan becomes a vehicle for improvement and accountability
- Assessment is a tool within the operations cycle
- Assessment is linked to the planning process

The outcomes-based Annual Plan assists the college planning functions in these ways:

- Units that know their mission within the departments
- Departments that know their role within the institutional direction
- Accountability at unit and departmental levels
- Strategic goals that are linked to internal operations

The Assessment Plan provides an operational cycle that follows a continuous quality improvement cycle of plan, do, check, act.

The Assessment Plan was presented to the Leadership Team, deans, and key representative faculty at a July 2000 retreat. The consensus of the group was that the college should move forward on the Assessment Plan and appoint an Assessment Committee as soon as faculty returned in August. The Charter for the Standing Committee was presented to the Planning and Policy Council and approved later in July. See Appendix C.

Strategic Enrollment Management

Enrollment Management is a key component to the change in instructional assessment and planning. At its core is institutional effectiveness and quality control. Structurally, it cuts across the divisions and unites the professional staff and faculty in the pursuit of a common goal—improving the student experience in order to maximize the institution's financial and educational effectiveness. There are three basic levels of enrollment management:

1st Level:	general admissions activities – attracting, admitting, and enrolling students
2nd Level:	new student experience—orientation, advisement, curricular access, student support services, and remedial work
3rd Level:	assessment of effectiveness—focuses upon the quality and totality of the student experience, especially within the context of the institution's mission and long-range strategic goals

Strategic Enrollment Management is different from past enrollment management efforts in the following ways: it is driven by measurable outcomes; it links effort to TMCC's strategic direction; it incorporates concepts of matriculation; and it integrates all campus area functions. The procedures for implementing strategic enrollment management are being finalized during summer and fall 2000. See Appendix D.

2.4 General Recommendation Three

*It is recommended that faculty, in concert with appropriate administrators, define opportunities within their curricula to ensure that students acquire the skills associated with accessing, retrieving, and applying information resources and technologies (Standard IV – **Library and Information Resources**).*

2.4.1 Action Reported in 1996

TMCC's first response to General Recommendation Three involved a series of investigations and steps to be taken. Action facilitated through Planning and Development included the following:

- New library facility ready for spring 1996 provides for increased technology media services.

- The college raised $200,000 for materials and equipment for the new facility.
- The Director of Information Technology now reports to the Vice President of Planning and Development. This change will assist with staff development projects.
- Provide information exchanges among library and technology services departments.
- Identify ways for students to utilize equipment and services more extensively.
- Provide in-service or staff development for using technology available.
- Investigate the need for additional computer stations to accommodate an increase in student library assignments.
- Review the need for additional general-purpose computer labs through faculty surveys.
- Ask Senate Curriculum Committee to revise requirements for new courses to include designated assignments using the technologies available.

2.4.2 Action Reported in 1997

By the time the college was preparing its 1997 Interim Focused Report, all of the above items were investigated and most were underway or already completed. The 1997 report identified these additional actions:

1. Established a campus-wide Technology Committee to bring the significance of technologies into focus for students and faculty. The Committee worked with the expansion of technology in the library, enhancement of computer labs and hours available to students, upgraded or replaced computers in faculty offices, and trained faculty to use software for instructional needs.

2. Changed the reporting responsibilities of the director of the Library to the Associate Dean of Information Resources to enhance the technical support of the library. The Associate Dean of Information Resources also chaired the College Technology Committee.

3. The library staff developed unit plans or initiatives to change the image of the library, expand faculty and student use, expand technology, and address recommendations and suggestions from the Northwest Commission report. These goals included development and expansion of technologies in the library, better interactions between library staff and those they serve, more involvement in community projects, possible new courses in library science, library interns, library/private industry collaborations, donor programs, acquisition of art collection displays, and acquisition of specialized, uncommon equipment. The library reported its progress annually.

4. A Library-Faculty Survey during 1996-97 revised the instructional mission of the library and identified strategies for expanding and improving the librarians' role as

teachers. Input from the survey resulted in improved relations with faculty, expansion of services for faculty including library assignments, and the creation of a Library Research Assignment booklet to assist students with assignments. Additional tours of the library with "hands on" technology workshops, expanded the use of the World Wide Web and other research technologies, in addition to librarians teaching classes in computer technology, enlarged and enhanced the role of the library in the learning process.

With the increase in temporary staff for the library and the above changes underway, the library saw a dramatic increase in use from students and faculty between 1996 and 1997. The change in philosophy and new strategies paid off.

2.4.3 Current Status

Since 1995, the Elizabeth Sturm Library has literally transformed itself into a dynamic, modern, professional research/information center. The introduction of cutting edge technologies and databases, coupled with a staff dedicated to service, resource development and vision has redefined the role of the library on the main campus as well as satellite campuses. The transformation in information delivery and the positive responses from the library professionals has lead to proactive relationships reflecting the needs of both students and full- and part-time faculty. These results are well documented in the seven surveys conducted by the library over the last four years. The campus community has been very supportive of the positive changes in the library. Four areas where the greatest changes have occurred are as follows:

Tours/Library Research Assignments
In the fall of 1996 the library took its first major step toward integrating library resources into curriculum. Reference personnel met with an English professor and created a library-assignment tour program designed to introduce library electronic and traditional resources. English 101 was picked as the course for this program because it is a core class required for graduation. Through English 101 the library is able to introduce resources and research methodology through a proactive library service orientation to a significant number of students. Over the last four years, 625 students per semester passed through the English 101 tour/assignment program for a total of 5,000 students. This program created an instant synergy on campus. The Business Division requested a Business 101 assignment/tour program for its 150 students per semester. Biology 190 followed with all sections (150 students) attending a tour and completing an assignment that was incorporated into the course lab manual. In spring 2000 the Psychology Department began participating in the tour/assignment program. Assignments have also been created for Nursing Assistant, Geography, History, Study Skills, College Success and Political Science classes. A copy of one of the assignments is included in Appendix E.

Sixty percent of the instructors have requested that the library create a library research assignment to be associated with the tour outlining the resources applicable to their assignments. Since 1996, the library has averaged 108 library instructional tours per

semester that are between 45 - 70 minutes in length. Prior to 1996 the library performed approximately 25 library tours per semester. TMCC is witness to a 450 percent jump in library instructional tours; approximately 2,160 students participate each semester. The tour program thus creates a student more cognizant of library resources, information research, information literacy and the customer service orientation of reference staff; these elements are equally important in insuring student success. To achieve this goal, librarians work actively with instructors to identify resources applicable to curriculum.

Ninety-one percent of the students surveyed found they were using the library to greater advantage following the tour; 97 percent felt that librarians introduced resources relevant to that particular class, and 83 percent of the students who attended tours rated them Excellent - Very Good.

Data Bases

In the fall of 1998 the library migrated its electronic databases from a telnet platform to the World Wide Web. This migration ushered in a new era of student and faculty information services. The library's subscription to full text Internet based databases has provided students with access to over 2,500 journals and general publications. Greater visibility of librarians on campus has provided the necessary public relations to foster instructor and student awareness for the web based subscription resources. Furthermore, 86 percent of the TMCC students surveyed in the fall of 1999 had Internet access at home. This is an increase of 7 percent over the spring 1999 semester, and a 14 percent increase over the previous fall semester. Students are able to access library database resources 24 hours per day, seven days a week. Student remote access to library resources has increased the importance of the library's instructional mission. Library tours include two critical fundamentals, information literacy and information navigation. Librarians must insure that TMCC students are as comfortable and confident in accessing library resources remotely as they are in the library where a librarian can directly assist the student. The current data indicate that librarians have indeed been successful in assisting students pursuing remote access. E-mail communication was established for students having remote access questions regarding information content and navigation. The library is also in the process of creating instructional tutorials to assist traditional students accessing resources remotely as well as Distance Education students.

Collection Development

Since 1995 the library has built a book and database collection reflecting the needs of curriculum. Psychology and sociology instructors have requested peer reviewed journals to support their research assignments. The library responded with access to over 80 journals for each discipline. Nursing and biology required peer reviewed resources and the library responded with the ProQuest Medical database and ample paper copy subscriptions. The history collection was extended to reflect the needs of Western Tradition and History classes. History instructor Sharon Lowe was awarded a certificate for her contribution to this process. The library established a collection from scratch to support the new Dental Hygiene program. The library weeded and purchased the latest titles to support Nursing instruction and comply with National Library of Medicine Accreditation standards. Book titles associated with a professional business respective

were purchased after consulting with full and part-time instructors, and curriculum related titles were purchased for English following interactions with that department.

Satellite Branches

Old Town Mall: Twenty five percent of TMCC's student population attends classes at the Old Town Mall campus. Although the library currently has no branch location at Old Town Mall, it is working cooperatively with the Washoe County Public Library's Sierra View branch to insure that student information needs are being addressed. The library has submitted a $25,000 LSTA Grant proposal to place computers with access to library databases at the Sierra View branch. Sierra View currently has three Internet linked computers. The TMCC library intends to purchase reference materials for the public library that would benefit TMCC students.

Regional Training Institute, Edison Way: The library has received TMCC Foundation money to create a library/resource center at the school's technical institute training center. Both books and electronic resources will be accessed at this campus library. The library has hired a librarian to spearhead the creation of this resource facility that should be open by November 2000.

Incline Village: The library staff has made numerous resource presentations at the Tahoe Education Center at Incline Village. An electronic classroom is available for accessing library resources, and Incline staff has been trained on how to use the library's web based resources. Inter-library loan is also available for Incline students.

Summary

In 1995 the TMCC library was cited for its failure to partner with faculty, to incorporate faculty in collection development process, and to provide resource based instruction. Major changes occurred over the five-year interim.

Since 1997 the library has served as an information hub for the TMCC community. Librarians have actively promoted library programs to students, faculty and administration, thus creating a partnering synergy. Furthermore, librarians have taught classes (COT 206 Surfing the Internet) and have even created a new class, History 248 - The American Civil War. A librarian successfully wrote a $10,000 Carl Perkins Grant to employ three to four students to assist full and part-time instructors in the creation of class related web pages. The library received $15,000 in LSTA Grant money to build a library classroom where tours and web workshops are conducted. Librarians have trained Washoe County School District K-12 teachers on databases and also contributed to the school district curriculum standards for history, computers and social sciences. The library has negotiated database pricing for a consortium of Nevada Community College Libraries. Finally, in July 2000 the library purchased the Voyager library automated system, thus achieving independence from the University of Nevada Libraries and subsequently enabling the library to better serve the needs of TMCC faculty and students.

The following table provides a summary of student and faculty use of library services for the 1999-2000 academic year.

FISCAL YEAR 2000 REFERENCE STATISTICS			
	FALL	**SPRING/ SUMMER**	**TOTAL**
Directional Questions	1108	1661	2769
Information Questions (1-5 Minutes)	3070	3694	6794
Information Questions (5-20 Minutes)	3799	4768	8567
Information Questions (21 Minutes Plus)	539	714	1253
Telephone Questions	266	443	709
Tours	368	285	653
Tour Participants	3068	2823	5891
Reference Books Used in House	5271	5332	10603
Vertical File	602	214	816
Classroom Use By Instructors		7	7
Students in Instructor Sessions		75	75
Classroom as Computer Lab (First Summer Session)		31	31

An example of the English 101 Library Research Assignment and student information sheets can be found in Appendix E.

2.5 General Recommendation Four

*Where there are indicators that there are departments in the College closely following Commission Policy 26 as it relates to Faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, it is recommended that the College achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII – **Instructional Staff** and Commission Policy 26 **Faculty Evaluation.***

2.5.1 Action Reported in 1996

One of the first steps taken was to have directors and instructional deans identify exactly how each division used annual plans, student evaluations, peer evaluations (where used), and administrative evaluations of full-time faculty. The college was guided by the existing policies of the University and Community College System of Nevada; the campus reviewed these regulations, sought input from campus and faculty committees, and began work on an evaluation plan that would reflect Northwest evaluation criteria.

2.5.2 Action Reported in 1997

During 1996-1997 academic year, teaching faculty were evaluated using the criteria defined in the Faculty Evaluation section of the Northwest Handbook. The college's reorganization was still unstable—four of the six division directors were in an acting capacity. However, as of the close of spring 1996 semester, full-time faculty prepared annual plans, unit plans, and division goals. Self-evaluations were used to emphasize the achievement of their objectives. One course for each full-time faculty person was selected for student evaluation. All newly hired tenure track faculty members received at least one classroom observation evaluation by their respective directors. Division directors incorporated the self-evaluations, unit plans, goals, letters of support from advisory boards, evidence of participation on college-wide activities/organizations, development of new programs, memberships, and other evidence of participation in the yearly evaluations. Directors scheduled at least one meeting with each faculty person and discussed/reviewed all elements of the evaluation and made recommendations for improvement.

New part-time faculty members were observed teaching either by full-time faculty, department chairs, or division directors. Returning part-time faculty were observed only if there were reasons for concern. Student evaluations were generally used for all continuing faculty members.

In July 1997 instruction was completely reorganized. Four divisions were established; each was headed by a dean. These deans and the dean from Student Development worked to establish criteria for full- and part-time faculty evaluations. Peer evaluation was considered but not selected for tenured faculty.

2.5.3 Current Status

Performance Evaluations
Developing a faculty performance evaluation plan including student evaluation forms with input from division faculty, Senate Professional Standards Committee, and Faculty Senate, is a time-consuming process. Under the leadership of the Vice President of Academic Affairs, a series of meetings and discussions occurred over a two-year period. In 1999, final approval was given to the plan.

The Vice President of Academic Affairs places a significant emphasis on teaching style. The Vice President supports more and diverse seminars for faculty with the intent of improving teaching techniques. Examples of these workshops include 4MAT, WIDS, and syllabus development with learning outcomes. Department chairs evaluate the teaching of all full-time faculty members. Deans evaluate the teaching of all new faculty once or more during the year. Faculty members are downgraded in annual evaluations for less than excellent teaching. If any faculty members are less than excellent in teaching, a committee may be established to assist the individual.

All new tenure-track faculty members are provided with a copy of TMCC's handbook "The Tenure Process for New Faculty." The handbook has four major divisions. Section one covers definitions, purpose of tenure, who is eligible, who decides who will be tenured, and the University and Community College System of Nevada code requirements. Section two addresses the tenure process, probationary period, recommendations, probationary reports, tenure time clock, the final decision, and review. Section three covers the annual plan, faculty evaluations, dean's ratings and tenure ratings. The last section includes a summary of faculty duties, the candidates, the committee, the committee chair, and the dean. The appendix provides sample forms for all reporting. This document is TMCC's first comprehensive handbook for tenure track faculty. Documents can be updated easily in the three-ring binder.

Student Evaluations

Student evaluation forms were reviewed extensively; Faculty Senate recommendations should be ready for approval fall semester 2000. The Office of Extended Day administers all student evaluations to all classes taught by part-time faculty. There are approximately 350 instructors and 700 classes involved each semester. The Office of Extended Day prepares a packet of materials for each instructor. The packet contains an instruction sheet and a sign off sheet for the instructor that acknowledges the instructor left the room while students completed the evaluations. A volunteer student distributes the student evaluations, collects them, signs that he/she completed the task, and returns the forms to the Office of Extended Day, either hand delivered or deposited in a campus mail drop. Extended Day tabulates the machine scored forms, compiles the written comments, and prepares an original and two copies of the summary. The original remains in the Office of Extended Day, one copy goes to the respective dean who may share it with department chairs or assistant deans, and the second copy is sent to the part-time instructor after the semester ends. Problem areas are pointed out to the deans who decide whether to rehire the part-time faculty. The division administrator determines how the results of the student evaluations will be used.

Student evaluations for full-time faculty are used two ways. The tenure-track faculty person uses student evaiuations in all classes every semester. Tenure committees use this information for part of the person's file and as a basis for professional growth.

Fully tenured faculty members also use student evaluations in every class every semester. The student evaluations go to the instructional deans who use them in evaluating the

faculty. The deans' evaluations of faculty go to the Vice President of Academic Affairs who signs as the appointing authority on the forms.

If the instructor is a lecturer (one teaching full-time on a one-year contract), student evaluations are also used every semester in every class. The department chairs and/or instructional deans use student evaluations to assess how well the lecturer is doing in the classroom. See Appendix F for copies of both student evaluation forms.

Multiple indices are used consistently in all full-time faculty evaluations. Copies are maintained in the Vice President's office and Human Resources. Deans may keep copies of evaluations of their respective faculty.

2.6 General Recommendation Five

*It is recommended that priority be given, particularly in the instructional area, to establishing an organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision-making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution (Standard VIII – **Administration**).*

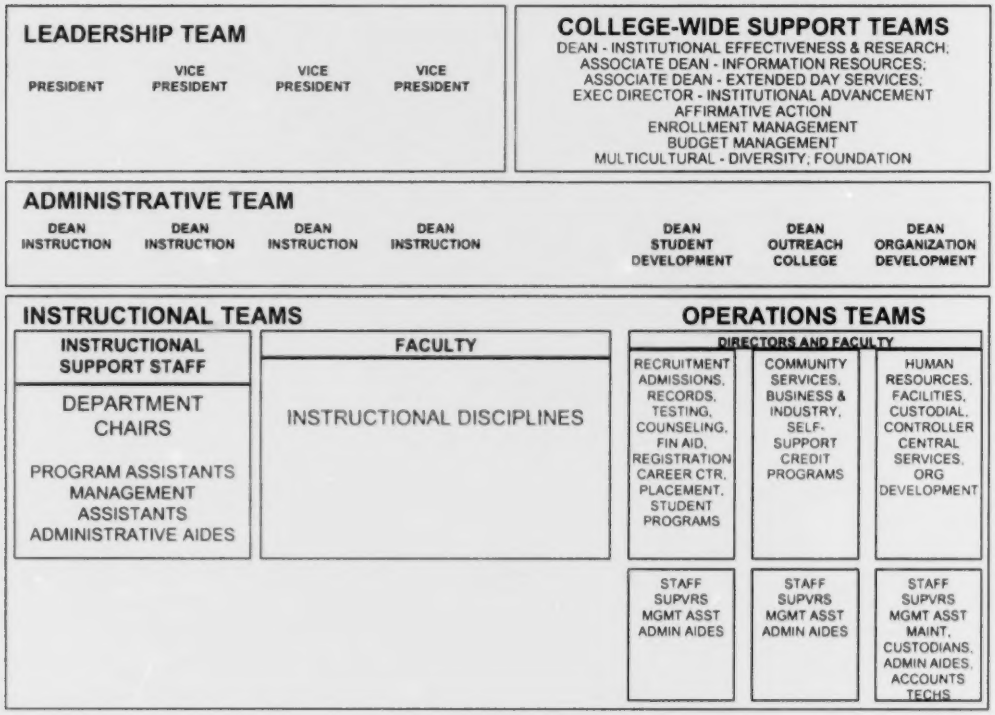
2.6.1 Action Reported in 1996

The 1996 report identified several areas undergoing change. One area was the refinement of responsibilities of department chairs, program coordinators and directors in order to eliminate any duplication. Communications were strengthened through staff development teamwork; the President provided weekly "Listening Posts" to receive input on campus activities; "champions" of issues were identified; open forums were held for planning needs and processes; minutes and results of various meetings were disseminated through electronic mail for all faculty and staff.

2.6.2 Action Reported in 1997

The 1997 Focused Report cited the organizational changes that occurred to move the college in the direction of greater shared governance. "The primary goals of establishing controls, integrating, and optimizing resources require a more participatory organizational structure, such as quality/functional teams." The Board of Regents approved the new organizational structure in June 1997. The following organizational chart reflected these primary components:

1997 TMCC ORGANIZATION



This organizational structure included a Planning and Evaluation Council that had college-wide representation including external representation from the Chancellor's Office and the college advisory board. The responsibilities of the Council were to provide oversight for all college plans, evaluate the implementation of approved plans, and validate the integrity of the College's budgets with the College Strategic Plan. The Council was to meet four times a year. It met for the first year, and did not continue meeting. It has since been replaced with the Planning and Policy Council.

The Institutional Effectiveness Team was charged to improve continuously the operations of the College in accordance with the mission. The quality improvement system included:

1. College Development (Plan)
2. Process Improvement (Do)
3. Performance Indicators (Check)
4. College Improvement (Act)

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The Institutional Effectiveness Team met monthly, heard reports from campus teams and faculty, staff, and student officers. College design teams reported to the Institutional Effectiveness Committee; they were organized as needed. Design teams fell into four areas: instructional, matriculation, organizational development and Outreach College. Chairs of design teams supplied the Institutional Effectiveness and Research Office with schedules of meetings, minutes, and final reports.

The 1997 Focused Report also covered the changes made to improve communications on campus. Among the activities were numerous presentations to small and large groups, both internally and externally; internal newspapers were distributed on a regular basis; an electronic daily newsletter, "TMCC Today," provided information on meetings, events, people, and special activities. Periodic reports were distributed to the campus such as those on assessment, accreditation, environmental scanning, and budget information.

Because the new organization was in place only a short time before the 1997 Focused Report was written, not enough time had lapsed for the college to acquire data regarding the operational success of the new organization. The college provided several statements from campus individuals who expressed their opinions on the changes that had occurred.

2.6.3 Current Status

Since the Planning and Evaluation Council was not meeting regularly, representatives of Institutional Effectiveness and the Leadership Team met during spring semester 2000 to discuss ways to incorporate the responsibilities of Planning and Policy Council with those of Institutional Effectiveness. The result was the creation of the Planning and Policy Council. It's charter states that "The Planning and Policy Council provides governance for College-wide planning, budgeting, operations management and policy administration." Appendix C. The Council also oversees design teams, analyzes recommendations from other college groups, provides college-wide forums as needed for campus input on issues, reviews policy proposals, and prepares recommendations to the President for final decisions.

Planning and Policy Council
The Planning and Policy Council's responsibilities are to:

- Provide oversight for all college planning, budgeting, operations management and policy administration.
- Establish annual and biennial planning parameters.
- Validate the development and continuous improvement of college operations.
- Validate the relevancy and accuracy of the administrative manual.
- Validate the integrity of the College's budgets to the College Plan.

Council membership is campus-wide. It consists of the President, Senior Vice President, Vice President of Academic Affairs, Vice President of Workforce Development and Technologies, Faculty Senate Chairperson, Classified Council Chairperson, Associated

Students President, and Assistant Vice President, Institutional Effectiveness and Research, ex officio.

The Council is the final recommending authority in deciding priorities and the allocation of resources.

The Council holds monthly meetings in addition to college forums that are scheduled as needed. All of the meetings are open to the entire campus. The scheduled meetings are on the college's Web calendar, and minutes are posted on the TMCC Web page also.

Faculty Resources

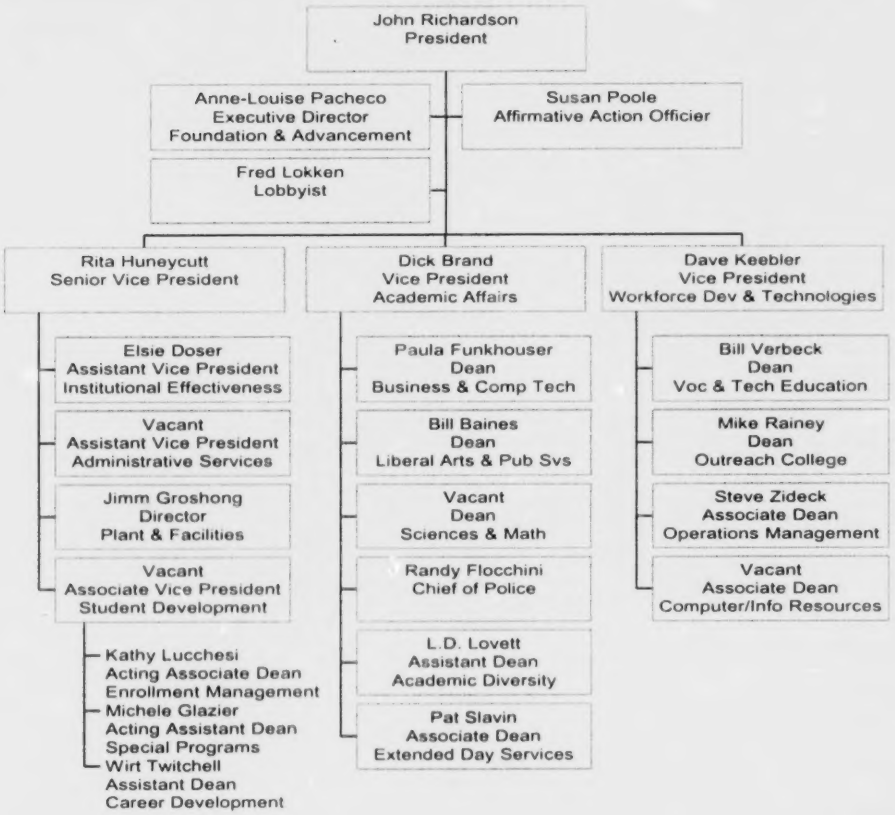
Additional college steps to improve communications and stabilize activities resulted in the creation of a new document: Faculty/Staff Handbook. The Faculty/Staff Handbook is a 25 section compilation of useful information regarding the organization of governance of TMCC, policies, safety, student development, instructional materials regarding curriculum, syllabi, required course materials, meeting the first class, support services available and other relevant information. Also included are such items as calendars of the academic year for different campus groups including Senate committee meetings, and information on the Nevada Faculty Alliance. The Handbook was first available September 1999; it is updated annually and kept in a three ring binder. The document is also accessible on the college's web site.

The Administrative Manual is another source of UCCSN Codes and Board of Regents policies that impact the college and faculty. Internal policies are included. It is a comprehensive document that is kept current and available to everyone on the network. It isn't used as widely by faculty and staff as the Faculty/Staff handbook because of its size. Extracts are taken from it for the Faculty/Staff Handbook.

Key Administrators

After the initial reorganization to provide more shared governance, the college continued to refine the instructional units reporting to deans. A few other minor shifts were made in reporting as the institution continued to grow in both enrollment and physical facilities. These changes are reflected in the following organizational chart showing the key administrators.

TMCC LEADERSHIP ORGANIZATION CHART
2000



All areas of the college are reflected in the complete organizational charts included in Appendix J.

2.7 Distance Education Site Visit

TMCC's participation in Distance Education instruction prior to 1997 was limited. Funding from the State Legislature made it possible for the college to present a plan to expand its services to students within the institution's service area. In February 1998 the college submitted a Prospectus to the Northwest Commission to add Distance Education courses to its offerings to students. The Prospectus was approved, and a site visit was scheduled for March 1999. Dr. Ron Hamberg, Vice President for Instruction, Seattle Central Community College, visited the campus. Dr. Hamberg's report also contained suggestions related to student services advisement, improvement in TMCC's Web pages, and financing for continued substantive change efforts. Dr. Hamberg's report included one recommendation:

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It is recommended that the college begin to collect and analyze student outcomes for its distance education courses for the purpose of demonstrating student success (Standard 2.B.2)

2.7.1 Current Status

Efforts are underway to develop meaningful instruments for outcome assessment of Distance Education classes. The primary dilemma for Distance Education courses is that the Distance Education program is intended to have no role in curricular design and content. Courses remain under the purview of the respective departments and divisions on campus. Rather, the Distance Education program is designed to (1) provide facilitation, (2) schedule development and promotion, (3) supply technology support, and (4) serve as an advocate for the alternative delivery of instruction.

Several instruments are in place to assist in creating data regarding Distance Education classes and include:

- Traditional student evaluation conducted by each department/division
- Tailored student evaluation for Distance Education classes (this evaluation is conducted in all Distance Education classes at all UCCSN campuses)
- In selected classes, random "exit" interviews of students to determine reason(s) for dropping a Distance Education class and a review of retention levels for all Distance Education classes [findings to date based on limited data: students drop Distance Education classes for mainly the same reason(s) they drop a traditional class/retention rates in many Distance Education classes have been quite good]
- Beginning this fall, assessment guidelines for Distance Education courses developed in cooperation with TMCC's Assessment Office will be implemented

Spring 2000 Distance Education students completed a student satisfaction survey. Some of the highlights of the survey were:

- 62 percent responding took the course as a degree requirement
- 52 percent enrolled because of the flexibility with their schedules
- 63 percent indicated that they would enroll in another Distance Education course at TMCC
- 81 percent said that required textbooks and reading materials were made available
- 75 percent indicated that a library and/or research facility (if needed) was made easily available

The Director of Distance Education met with the assessment and research administrators to discuss ways to identify better the successes of students taking Distance Education courses. In addition to the data gathering being done with Distance Education students, a new survey was developed. Also, discussed at the meeting was the following Outcomes Assessment Plan.

Description of Program	Program Goals	Program Outcomes	Assessment Measures and Criteria
Program: Distance Education ***Division:*** ***Year:*** 2000 ***Author:*** ***Program Mission:***	**Goal 1:** Ensure that students receive high quality educational experiences in the Distance Education courses they enroll in at TMCC.	***1a.*** *85% of students will express satisfaction in regard to their experiences in distance education classes when responding to quality indicators on the Student Satisfaction Survey.* **1b.** 85% of students will express satisfaction in regard to access and interaction with distance education instructors when responding to applicable indicators on the Student Satisfaction Survey. **1c**. 85% of students will express satisfaction in regard to availability and access to facilities and equipment when responding to applicable indicators on the Student Satisfaction Survey.	**1a.** The survey will be administered at the end of each academic semester. The data will be compiled by the TMCC Office of Inst Research & Assessment. Responses "Agree" and/or "Strongly Agree" to questions on the Student Satisfaction Survey corresponding to the appropriate outcome statements will be treated as indication of students' satisfaction.
	Goal 2: Maintain adequate rates of retention in all courses offered through distance education.	***2a.*** *Retention rates in distance education courses will be no less than 5% of the aggregate rate in similar courses offered in traditional classrooms settings.*	**2a.** The Office of Institutional Research and Assessment will provide retention rate data by subject area in Distance Education and provide comparisons to aggregate retention rates of similar subjects offered in traditional classroom settings.

Enrollment growth is steady in Distance Education. The following chart indicates the number enrolled by semester for the two years.

TERM	SUBJECT NUMBER	FTE	NO. ENROLLED
SPR 99	ANTH	1.6	8
	CRJ	0.2	1
	ENG	2.8	14
	PSC	0.6	3
	PSY	2.2	11
	RE	0.6	3
SPRING 1999 TOTAL		**8.0**	**40**

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TERM	SUBJECT NUMBER	FTE	NO. ENROLLED
FALL 99	ANTH	2.0	10
	CRJ	2.4	12
	ENG	3.6	18
	MATH	5.9	22
	PSC	5.0	25
	PSY	8.6	43
	RE	2.0	10
FALL 1999 TOTAL		**29.5**	**140**
SPRING 2000	ANTH	5.0	25
	COT	3.4	17
	CRJ	4.6	23
	FST	1.4	7
	MATH	2.4	9
	PSC	23.2	116
	PSY	9.4	47
SPRING 2000 TOTAL		**49.4**	**244**
GRAND TOTAL		**86.9**	**424**

The following chart shows the distribution of delivery methods of Distance Education classes:

Semester	Enrollment	Number of Telecourses	Number of Web Classes	Number of Cablecast Classes (ATT)	Number of Compressed Video Classes
Spring 1999	281 - 43 FTE	3	3	8	4
Fall 1999	251 - 50 FTE	1	4	7	1
Spring 2000	340 - 67 FTE	0	7	9	0
Fall 2000		4	9	11	4

Note: The enrollments identified above represent those students registered to take the course electronically. In addition, each of the cablecast classes average an enrollment of 30 traditional students many of whom also watch a portion of the class at home. The ATT Cable System allows delivery of classes to more than 110,000 television in the Reno/Sparks area.

Institutional Support:

- Distance Education (e-learning@tmcc) Office SIER 104
- four compressed video classrooms
- website (www.tmcc.edu/e-learning/)
- full-time director
- full-time support
- four technicians (percentage support to Distance Education)
- operating budget

The Director of Distance Education is continuing to work with individual faculty members teaching Distance Education classes and the Director of Outcomes Assessment to improve assessment practices. Distance education materials are in Appendix B.

Dr. Hamberg's site visit report also addressed suggestions for student services. From the beginning TMCC tried to ensure that students enrolled in a distance education class would have equal access to the array of student support services available to traditional students. Specific services identified include: library, bookstore, financial aid, counseling, student government and the ability to interact with faculty. Progress was made on all fronts with the implementation of the new campus website: www.tmcc.edu as well the implementation of the new distance education website: www.tmcc.edu/e-learning. Together, these sites provide the essential student support services needed by students taking classes virtually.

The second suggestion or concern from Dr. Hamberg's visit related to continued funding. The UCCSN ended its special allocations for distance education (SB204 and AB606) effective with the 1997-199 biennium. Since then, TMCC has reallocated funds to support its distance education program. The program is assigned an administrator (director), a classified support position as well as technician support for cable broadcasts, compressed video classes and web classes. Funding for equipment is provided through a new campus-wide technology fee (estimated $570,00 per year to support academic labs, general access labs, smart classrooms and distance education).

As TMCC develops its distance education, the following will likely characterize the college's efforts in the next five years: 1) greater cooperation with other institutions in the sharing of curriculum and expertise, 2) the adoption of a wider array of connectivity technologies to facilitate our delivery of the learning experience to a greater variety of venues (K-12, industries, office settings, the home), 3) a commitment to seamless education via technology, 4) the role of the virtual university (Western Governor's University) and TMCC's role as a site/player, 5) enhanced training and exposure for faculty and staff to the value of technology as a tool in instruction, and 6) extensive growth in internet based courses, telecourses, and interactive/self-paced instruction. Given the pace of change, we must do all of this and more to effectively serve our constituents and their needs.

3.0 PART B: QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

Twelve of the fourteen Northwest questions to be answered applied to community colleges. TMCC tried to keep from duplicating any information used in response to actions taken in light of the five general recommendations that resulted from the 1995 full-scale evaluation. In a few instances, the college referenced a response provided in Part A as a part of the answer to one of the twelve questions. The Commission's questions are followed by the college's responses.

3.1 Question One

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution.

3.1.1 Response

The present mission, vision and goals were developed after the 1995 visit. Shortly after the 1995 Northwest site visit, TMCC started its formal planning processes. One of the major weaknesses of the earlier planning was that the college's mission and goals were developed without full college participation and research. Through the planning evolution described in the response to General Recommendation Two, the college hired consultants to assist with a Future Search Conference that involved community representatives as well as internal groups. The result of this conference was a list of the ten most critical issues for the college to address; most of these focused on internal changes. About the same time, the college brought an environmental scanning and forecasting consultant to campus to assist faculty and administration with examining external influences on the college's directions. The college identified seven taxonomy trend areas, developed faculty/administration scanning teams, sent out periodic reports of data gathered, held a campus/community retreat to develop core trends, refined the core trends into a new college mission, vision, and strategic college goals. These activities led to other planning and budgeting changes brought about by a reorganization of the college that was occurring during this time.

Mission, Vision, Strategic College Goals

The results of the Future Search Conference and environmental scanning and forecasting activities produced a new mission, vision, and strategic college goals. They are as follows:

The college's mission is: "To develop our communities' diverse human potential."

The college's vision is: Truckee Meadows Community College will become the nexus for life-long learning for all members of the community. Truckee Meadows Community College faculty will accredit and guarantee learning, skill acquisition, employability skills and quality. Truckee Meadows Community College will provide lower division transfer curriculum, student services, and continuous training programs for the workforce. With

the development and accessibility to information systems and networks (interactive learning), the community college will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments.

The college's Strategic Goals are:

- Keep pace with changing technologies to ensure student success while expanding the use of technologies to enhance workforce development.
- Demonstrate evidence of student learning and achievement of educational goals.
- Be the catalyst for strategic alliances with business and industry and expand community partnerships.
- Expand educational opportunities to meet changing and diverse needs of the community by continuing to seek out and serve populations that are diverse—socially, cognitively, physically, culturally.
- Enhance the college's outreach efforts to understand the economic, political, social, cultural and environmental climates.
- Deliver the highest quality educational programs and services to upgrade skills and to provide degrees, certificates, transfer credit, and opportunities for lifelong learning.
- Expand environmental scanning and forecasting activities and institutional research techniques to assess more efficiently the training and upgrading needs of a high employment service area.
- Establish effective internal systems and processes to provide excellent educational programs effectively and efficiently.
- Assess instructional effectiveness and student satisfaction.
- Promote participatory decision-making through shared governance.
- Continuously improve college operations.

Reflection of Changes on Campus

These changes in the college mission, vision, goals, and organizational structure have had a significant impact on the institution. Positive aspects of these changes are reflected in these areas:

- More faculty members are involved in decision making by their involvement in design teams and standing committees.
- Communications have improved. Daily reports are provided through "TMCC Today" electronic media; special newspapers are periodically published by different sections of the college; planning documents are distributed in hard copy to major offices and published for everyone on TMCC's network or web site. Regularly scheduled meetings of such committees as Institutional Effectiveness (now Planning and Policy Council) are open to the entire campus. Minutes of campus meetings and major reports are prepared on a regular basis and are available for everyone's use.

- The college hired a researcher in 1998 to assist with data collection, to help the institution analyze the data it was already collecting, and to identify ways to use data more effectively. Currently, data collected are more focused and used for planning. The administration has meaningful information for decision-making.
- The college hired a program outcomes coordinator to assist faculty, better communicate outcomes assessment requests, and bring the faculty together.
- The shared governance format developed with the 1997 reorganization is working far more efficiently than previously used systems. Both Faculty Senate and the Nevada Faculty Alliance participate in college-wide meetings. Faculty representatives serve on all major committees and teams.
- The institution continues to use external environmental findings to assess the need to modify college strategic goals. The 1997 –2004 College Strategic Goals were reviewed in light of data collected by the environmental scan teams spring 1999; data showed that no significant change occurred in the college's core trends. The college strategic goals will be reviewed again during the 2000-2001 academic year and updated if appropriate.
- Monthly college forums are now scheduled a year in advance on the college calendar. If no pertinent topic needs to be brought before the entire campus, the meeting will be canceled for that month.
- The college hired a webmaster to address the web pages. A new design followed with updated materials. More and more information and data are available to students, faculty and staff. Some of the kinds of services available on the web include these features for students: admissions, financial aid, instruction, e-learning, business solutions, student support, student activities, class schedule. Included in some of these links are the library, student grades, lab schedules, and catalog. Other information available pertains to prospective students, alumni, community and friends, and faculty and staff. New information is being added constantly. These changes in the web pages have enhanced TMCC's communications, services, and availability to the college community at large.

These examples are typical of the changes that have occurred since 1995. Samples of the kinds of reports and documentation mentioned will be available for the Northwest site visitors October 5 and 6, 2000. These changes have impacted the functioning of the institution in many positive ways.

Impact of Changes on Instruction

The impact these organizational changes have had on instructional programs is equally impressive. The biggest differences are:

- Faculty members have the opportunity to compete for program development dollars. These opportunities are advertised in accordance with the NFA agreement. The amount of compensation depends upon the about of work involved.

- Faculty members are interested in developing new programs. New emphases within existing degrees and new degree programs are added every year. Being able to compensate individuals brought more faculty support for new programs.
- Faculty have chaired and served on environmental scan teams. They have a first hand opportunity to help determine TMCC's instructional direction based on external trends for new and emerging occupations.
- Faculty members have a larger role in determining program vitality. Academic Standards now reviews all programs reviewed by consultants and makes recommendations to the Vice President of Academic Affairs. Academic Standards can (1) accept the consultant's report, (2) request that a follow up data report be presented the following year if data show that the program is not growing, or (3) request that a Level II Program Review be developed that requires more thorough analysis.
- The faculty members are involved in developing a Student Conduct Policy that will be specific regarding classroom expectations. A draft was presented to the Academic Standards Committee in May 2000; the Committee felt that the document needed to be expanded. A revision is expected to come back through the Faculty Senate Committees during the 2000-2001 academic year.
- Faculty rights were strengthened with the addendum to the Nevada Faculty Alliance (NFA) agreement addressing annual performance evaluation complaints and grievances. Appendix G.
- Faculty has more staff development opportunities ranging from technical support for classroom computer use and teaching methodologies to diversity training.

The role of Faculty Senate Committees, especially the Curriculum and the Academic Standards Committees, have accepted major responsibilities for monitoring the college's new and existing instructional programs. Faculty members serving on these committees are to be commended for their diligence and dedication to the quality of college's instructional programs.

Faculty Climate Survey

The college scheduled a climate survey of faculty and staff in September. A copy of that survey is in Appendix H. Survey results will be tabulated by the time the Northwest site visitors arrive October 5, 2000. The results of this climate survey will be used to continue the improvement of faculty and administration communications and relationships.

3.2 Question Two

What changes, if any have been made in the requirements for graduation and why?

3.2.1 Response

No Change
TMCC's requirements for graduation follow those prescribed by the University and Community College System of Nevada (UCCSN). No curricular changes have been made since TMCC's 1995 Northwest site visit. Internally, TMCC has worked to strengthen its programs and keep them current with industry needs. The college Faculty Senate committees worked on diversity components in curriculum and endorsed adding a diversity requirement for all of TMCC's programs. Diversity and multicultural activities are presented later in the report.

3.3 Question Three

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

3.3.1 Response

TMCC has added a significant number of emphases for its existing AA, AAS, AS, and AGS degrees over the last five years. These emphases are equivalent to a minor in other institutions and, in most instances, require 24 – 30 credit hours to complete. The primary difference between adding an emphasis or adding a new degree is that the emphasis can be added to an existing degree with internal approval only. All new degrees are presented to the Board of Regents at scheduled intervals. Because of the timing, it may take a new degree a year longer to be approved. TMCC used the emphasis avenue to keep pace with community needs.

Revised Degrees
Names were changed for several degrees that existed in 1995. The programs were reviewed and modified as the response to General Recommendation One indicates. A comparison of 1995 and 2000 catalogs indicated that the following AAS titles were revised with industry and advisory board input:

1995	2000
Automotive	Automotive Technician Educational Cooperative
Drafting	Engineering-Dra fting Technology
Food Service	Culinary Arts
Office Administration	Computer and Office Technology

New Degrees
Associate of Applied Science (AAS): New degrees added since 1995 in the AAS area are: Apprentice Programs (previously, Certificate of Achievement), Computer Information Technology, Dental Hygiene, Diesel Technician Educational Cooperative (previously, an emphasis of automotive), Dietetic Technician, Early Childhood

Education, Environmental Controls Technology (previously a Certificate of Achievement), Environmental Science, Graphic Communications, Legal Assistant, Mental Health Services, Military Occupations, and Fire science Technology. Most of these AAS degrees have more than one emphasis. Details for these are in the 2000 Catalog.

Associate of Science (AS): The Associate of Science degree is also new since the 1995 visit. The college has the AS transfer degree and Environmental Science and Pre-Engineering programs.

Associate of Arts (AA): The Associate of Arts degree was a transfer degree only in 1995. Since then, the college added emphases in the areas of Applied Anthropology, Architecture, Business, Criminal Justice, Elementary Education, Fine Arts (Music, Theater), Landscape Architecture, and Secondary Education.

A summary of all new degrees and Certificates of Achievement offerings (30 or more semester credits) since 1995 are reflected in the following chart: Degrees are in all capital letters, emphases are in upper and lower case and italics.

NEW OR REVISED DEGREES & CERTIFICATES OF ACHIIEVEMENT SINCE 1995

ASSOCIATE OF APPLIED SCIENCE

APPRENTICESHIP PROGRAM: *Assoc. Builders and Contrac*
Gambling Dealer
High Sierra Chefs Assoc. (cooks)
UNR Building Maintenance Program

ARCHITECTURAL DESIGN TECHNOLOGY

ARCHITECTURAL DESIGN TECHNOLOGY: *Golf Course Management*

AUTOMOTIVE TECHNICIAN EDUCATIONAL COOPERATIVE

BUSINESS: *Accounting Technology*
Construction Management
Economics
Hospitality & Tourism
Industrial Management
Ski Resort Management

COMPUTER AND OFFICE TECHNOLOGY: *Medical Office Secretarial*
Medical Office Specialist

COMPUTER INFORMATION TECHNOLOGY: *Computer Programming*
Administration
Web Master

CULINARY ARTS

DENTAL HYGIENE

DIESEL TECHNICIAN EDUCATION COOPERATIVE

DIETETICS TECHNICIAN

EARLY CHILDHOOD EDUCATION: *Infant/Toddler*
Preschool
Special Education

FIRE SCIENCE TECHNOLOGY: *Fire Officer II*
Fire Prevention
Firefighter Academy
Wildland Firefighter

GRAPHIC COMMUNICATIONS: *Graphic Design*
Printing Technology
Digital Media
Imaging Technologies
Visual Communications

HEATING, VENTILATING, AIR CONDITIONING/REFRIG

MENTAL HEALTH SERVICES: *Developmental Disabilities Technician*
Mental Health Technician
Substance Abuse Counselor

ASSOCIATE OF ARTS

Applied Anthropology

Architecture

Business

Criminal Justice

Elementary Education

Fine Arts
Fine Arts: *Music*
Theater

Landscape Architecture

Secondary Education

ASSOCIATE OF SCIENCE

ASSOCIATE OF SCIENCE

PRE-ENGINEERING

CERTIFICATE OF ACHIEVEMENT

ACCOUNTING TECHNOLOGY

ANTHROPOLOGY, DIVERSITY

APPRENTICESHIP PROGRAM: *Gambling Dealer*
High Sierra Chefs Assoc (cooks)
UNR Building Maintenance Program

ARCHITECTURAL DESIGN TECHNOLOGY: *Landscape Management*

AUTOMOTIVE TECHNICIAN EDUCATION COOPERATIVE

BOOKKEEPING

COMPUTER INFORMATION TECHNOLOGY: *LAN administration*

CONSTRUCTION MANAGEMENT

CULINARY ARTS
CULINARY ARTS: *Baking & Pastry*

FIRE SCIENCE TECHNOLOGY *Volunteer Firefighter*

GRAPHICS COMMUNICATIONS: *Digital Media*
Imaging Technologies
Visual Communications

HEATING, VENTILATING, AIR CONDITIONING/REFRIG: *Light Commercial Heating & AC Install & Service*
Light Commercial Refrig Install & Service
Residential Heating & AC InstalL & Service

MUSIC

PARAMEDIC

THEATER

Programs Discontinued
As to what majors, minors, or degrees/certificates have been discontinued since 1995, TMCC has phased out only the Solar Energy program. The college kept several courses from the degree because they fit other majors. The college intends to review the areas of emphasis within the degrees to determine the viability of some low enrollment areas. The Associate Dean of Operations Management will work with administrators and faculty to develop the procedure for this activity.

Degree Requirements
Since the UCCSN has not changed the requirements for degrees or certificates in the past five years, TMCC's programs reflect the same requirements they had at the time of the last Northwest visit. TMCC is working to add a diversity requirement to all programs. Several smaller changes have occurred within TMCC. Also, the institution has updated its rubrics for several programs to either align them with programs at other institutions in Nevada or provide a more meaningful descriptor. Copies of the TMCC 2000-2001 Catalog are available for additional information on emphases within degrees or options within the Certificates of Achievement.

3.4 Question Four

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?

3.4.1 Response

TMCC doesn't have extension programs, correspondence, travel courses, or foreign centers. Other program modifications that occurred are:

Tri-Semester Concept
Several occupational programs have modified their start and end dates for the semester in order to schedule a third semester during the summer. Using three semesters instead of two has made it easier to schedule the work experience components in these highly successful programs, and it has made it possible for the college to utilize the equipment and the facilities to greater capacity. Students have the ability to complete the programs in two years (six semesters instead of four); this arrangement also meets the specific requests of industry. Changing the format to three semesters meant that the faculty in those areas had to be on 12-month contracts with the exception of an electronics instructor and two individuals that are part-time administrators. The occupational programs using three semesters per year are: Auto, ATEC (Automotive Technician Education Cooperative), Diesel, Industrial Maintenance, and Welding. Because of the great volume of industry work during the summer, such programs as Environmental Controls Technology and construction may never be on the three-semester schedule. Other programs; however, such as metals and electronics may be changed in the future.

Weekend College

TMCC also added a Weekend College program two years ago. The campus scheduled a variety of general education and occupational courses Friday evening, Saturday and Sunday so that students choosing to earn a degree on the weekends could. The college started the occupational programs with business offerings. Extending the offerings of courses also meant extending the services needed by students. Computer lab and library hours were extended. Provisions were made for student advisement. The Weekend College concept has shown moderate success. Enrollment has more than doubled between fall 1998 and spring 2000 enrollments. When Weekend College started Fall 1998, TMCC enrolled 713 students in 49 different sections, generating 147 FTE. Approximately one-third of these students (238) enrolled exclusively in courses offered on the weekend. When compared to the entire TMCC student population, students who enrolled exclusively on the weekend were slightly older, less likely to be new college students, and less inclined to enroll on a full-time basis. Appendix I.

WEEKEND COLLEGE ENROLLMENTS		
SEMESTER	**FTE**	**HEADCOUNT**
Fall 1998	112.69	801
Spring 1999	159.5	1111
Fall 1999	262.06	1668
Spring 2000	232.79	1519

3.5 Question Five

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

3.5.1 Response

Admissions Changes

The college hasn't made any changes in the admissions of students. The college has an open admissions policy.

Graduation Changes

The University and Community College System of Nevada (UCCSN) sets the minimum requirements for graduation for all educational institutions in Nevada. The System has not made changes at the community college level since the TMCC site visit.

Grading Changes

The UCCSN also governs the grading system for educational institutions. No changes have been made since the 1995 site visit. In 1994 the "F" grade was made available to community colleges; that was addressed in the earlier 1997 report.

Student Non-Academic Programs

TMCC's organizational structure has the traditional academic programs; in addition, the college established an Outreach College that provides non-academic programs and academic programs in a different format or for "nurturing" programs that need special support services.

Outreach College: In the 1997 college reorganization, the Leadership Team decided to institutionalize and expand the college's involvement in the community. The departments of the Institute for Business and Industry, Community Services, Tahoe Education Center, SmartStarts, Distance Education, and the Manufacturing Assistance Partnership were brought together to create a new division called Outreach College. The supervising dean reported to the Senior Vice President until July 2000. He now reports to the Vice President of Workforce Development and Technologies.

The vision statement of the division is: "The Outreach College creates learning opportunities and offers greater access to education and training services through collaboration and entrepreneurship."

Additional funding was provided to the Outreach College to hire a Director, Outreach Development, to proactively assess the community and apply college resources and services to meet the needs. The director develops opportunities and delivers innovative programs. The Outreach College's search for opportunities are closely connected with the college's strategic goals:

- Expanding the use of technology
- Demonstrating evidence of student learning
- Expanding alliances with business, industry, and community
- Expanding educational opportunities to our diverse populations
- Expanding our outreach efforts
- Delivering highest quality educational programs
- Expanding scanning, forecasting, and assessment techniques

While some of these activities undertaken by Outreach College start as non-academic, many of them develop into credit generation. The accomplishments in the past two years are extensive. The following is a partial list of successes:

- Developed a virtual college including on-line courses
- Expanded the course offering at Incline Village including community education
- Established a "corporate college" at International Gaming Technology, including an AA degree in Business
- Established a collaborative working 2 + 2 program with the University of Phoenix
- Established an AA degree in Business to be taught in Spanish at a local community center in a Hispanic neighborhood
- Developed a program to award credit for experiential learning
- Developed a course on "learning portfolios"

- Designed an interactive website
- Coordinated a college partnership with the Community Services Agency
- Facilitated focus groups for high school counselors and 25+ age group

The concept of the Outreach College was developed through an Outreach Design Team over a year's timeframe. A Phase II Design Team was established to further expand the scope of the division.

The number of individuals taking advantage of Outreach's workshops and offerings has increased steadily. Credit, non-credit, courses and workshops including summer schools from Community Services, Business and Industry, Distance Education, and Incline Village are reflected in these numbers:

	1997-1998	1998-1999	1999-2000
Participants	12,877	14,330	15,214
New Classes/Workshops	89	57	68

Student Support Services

In the student support areas, a number of changes occurred to provide improved services to students of all ages. The most significant change in Student Development is the recent reorganization (see organizational chart Appendix J). The areas that formerly reported to one Dean now report to an Associate Dean and two Assistant Deans who report to the Senior Vice President. Only reporting responsibilities changed; the functions and responsibilities and services provided by the various departments remain the same. The Associate Dean has additional responsibilities designated as *enrollment management* that will promote college-wide activities relative to recruitment, matriculation, retention and community partnerships. The major changes in Admissions, Records, Student Information System (SIS), Counseling, Nevada One-Stop, Financial Aid, New Student Programs, Child Care Center ACT Center, and Writing Center are as follows:

Admissions: The updates for Admissions to improve student services include the following:

- The application for admission has been reformatted to better capture students' educational goals.
- The application and other forms are available for downloading from the web.
- Requirements for establishing residency for tuition purposes changed from requiring six months of physically living in Nevada to 12 months; then, subsequently modified to take into consideration the reasons for moving to Nevada rather than solely time in the state.
- Admission & residency status is on the web.
- Placement test scores are uploaded nightly.
- The catalog was reformatted for better access – also available on the web.

- Remodeled the Admissions office to provide better work space and improve student access, including ADA conformation.
- Provide direct mail to students who have applied but not registered.

Records: Services for students are vastly improved with the expansion of computer and network usage. Since the 1995 Northwest visit, these electronic services were added:

- Registration is available on the web. Instituted in August 1998 with approximately 15 percent of students choosing to register via the web. Use has increased to more than 50 percent of the students using web registration.
- Students can access their own 'folder' on the web and print transcripts, grades, tax documents and within the year will be able to print their own degree audit report.
- Class schedule available on the web and updated daily so status of class is accurate.
- Made kiosks available for students' use to access web functions.
- Grades are processed and available to students within two working days of receipt of the grade sheet from the instructor.
- No longer charge for transcripts.

The plan for document imaging was scheduled but had to be delayed because of hardware and then staffing issues.

Student Information System (SIS): Technology brought many changes to the campus. Among the improvements now available to faculty and students are these:

- Faculty can enter grades directly.
- All new staff receive FERPA training prior to having access to the SIS.
- On-line transcript view improved advisement for students.
- Prerequisite checking is computerized.
- Transfer articulation is incorporated into the DARS (Degree Audit Reporting System).
- Transcripts among the UCCSN institutions are now sent and received electronically.

Counseling: The improvements made in Counseling since the 1995 visit include these changes:

- Opened a walk-in advisement center for students to see Peer Advisors and to get up-to-date program information.
- Peer Advisors, a new addition to the counseling and advisement function, work mostly with students new to TMCC.
- Staffing is now adequate which improved response time for students.
- Full-time counselors are more involved in the ongoing activities of recruitment, retention, services to special populations, orientations, departmental advisement, and are more involved in the overall college community.

- The career center on the Dandini campus was updated and revitalized.
- Use of high school students in the career center.
- Use paraprofessional undergraduate students in counseling, business, psychology or social work majors to develop the advisement component of counseling.

Nevada One-Stop Services: Over the past year TMCC worked with community groups to establish a location where individuals needing assistance in a variety of areas can go and receive all of those services in one location. Officially, as of July 1, 2000, the partnership of TMCC, the Nevada Department of Employment, Training and Rehabilitation (DETR), Washoe County School District, and Job Opportunities in Nevada (JOIN)/NevadaWorks consolidated services under the Workforce Investment Act (WIA). The One-Stop is located at TMCC's Old Town Mall Center and is the first fully operational center of its kind in Nevada. The joint effort of these groups avoids duplication of services and allows the customer to shop for the particular services and assistance they need such as:

- Finding employment
- Enrolling and/or returning to college
- Applying for financial aid
- Receiving training for a new job
- Applying for unemployment benefits

The TMCC services provided at the One-Stop are: Career, Personal and Academic Counseling, applying for both Admissions and Financial Aid, Job Placement, Career Center Services, ACT Center, Training, and referral to other colleges and offices and services.

Financial Aid: The major changes made in Financial Aid are:

- Installed kiosks for student access to apply for aid electronically
- Created peer advisor positions to assist students with initial financial aid information
- Relocated personnel to larger office space
- Consolidated all aid programs into main financial aid office for disbursement and management
- Condensed scholarship program and streamlined application and review processes
- Implemented new statewide Millennium Scholarship program
- Students' financial aid status information is available via web
- Program participation agreement, PELL reporting and loan certification processes are all electronic
- Student employment program increased by 300 percent
- Added additional student employment programs
- Instituted an on-line employment authorization and payroll system

- Electronic job board is on the web
- Student loan volume increased by 300 percent
- Loan default rates reduced: Stafford from 18.8 percent to 8 percent Perkins from 32 percent to 12 percent
- Offered financial aid services at off-site centers
- Implemented manual payment procedures for students enrolled in non-traditional semesters

The following chart shows the availability of financial aid to TMCC students. See Appendix R.

New Student Programs: The significant changes added in this area included:

- TMCC High School was created as an alternative choice for high school juniors and seniors where students take high school courses and college courses for either dual credit or advanced standing.
- The Starting Point is a centralized, open first-stop center for students to ask questions, get help with forms or update their records.
- A partnership with Traner Middle School was formed to include early recruitment efforts, a mentoring program, assistance with fund raisers and educational activities for these students.
- A donor-funded program for at-risk students, Access to Success, will be managed by Student Development.

Child Care Center: The E. L. Cord Child Care Center has expanded its services to students and faculty in addition to providing more support for TMCC's students in the Early Childhood programs. Some of the academic changes that have occurred over the five-year period are:

- The Center is now accredited by the National Association for the Education of Young Children
- A computer literacy program for the 3 – 5 year olds was designed and implemented
- Offered 50 hours of Parent Education Training
- 160 hours of child care training offered to staff and community
- Became an on-site training center for Caregiver's Support Network
- Designed and implemented a Nevada Licensed Kindergarten Program
- Added an Early Intervention Partner's Program
- Designed and implemented a Blood Borne Pathogen handbook and training for child care providers
- Created a parent-teacher Center Support Group (CAG)
- Updated the parent and employee handbooks

Additional accomplishments related to the physical surroundings and funding. Those highlights included:

- Physical update of all outside play yards
- Installation of additional storage areas
- New computers
- Obtained $25,000 in grant monies
- Created a Parent Lending Library
- Raised an additional $26,000 to support quality improvement

Other services were provided through the increased number of individuals working in the program. Those changes were:

- Hired three America Reads Student Tutors since 1995
- Added a new full-time Child Care Worker/teacher
- Assisted 25 students with their practicum
- Employed approximately 25 students each semester
- Provided 3200 hours of observation for various classes and community agencies (the number of hours the children and the physical plant are observed; the child observation are three quarters of these hours)

The number of individuals served within the Child Care Center has increased. The Center is now at capacity for ten of 12 months.

ACT Center: The college is in the final stages of satisfying ACT's requirements to become an ACT Center. This Center will be housed initially at the Old Town Mall One-Stop Center. Students at the Regional Technical Institute on Edison Way will be the primary beneficiaries of the testing services. The Center is a major component of the college's commitment to workforce development. The ACT Center encompasses the following:

- Computer delivered certification and licensure tests for the trades and professions
- Workplace skills assessments
- Continuing education courses in a broad array of disciplines
- Skill specific training in selected fields
- Distance learning with state-of-the art technology
- Computerized educational and career guidance counseling

In order to accommodate the ACT standards, TMCC upgraded its computer capabilities at the Technical Institute. ACT will provide a separate dedicated server through by the college accesses web-based, CD ROM, and streaming video training programs, tests, etc. The Center will have access to a virtual library of instructional software, enabling TMCC to provide individualized learning opportunities for employers, organizations and individuals. The Work Keys system, a job profiling training program, is another separate

component employers can use to identify people who possess the skills required for specific jobs.

While the ACT Center services will be available to anyone, the Center will focus on college students first and promote the Center's services to the business community second. TMCC is the only ACT Center in Nevada; and the college has the only trained ACT personnel in the State. The Center is targeted to be operational in late September.

Writing Center: One student service that has grown substantially since 1995 is TMCC's Writing Center. Students are provided three services:

1. Peer tutoring is available on a one-to-one basis for any writing assignments from any class, including computer-assisted classes.

2. Networked computers are available for varied student use such as homework, internet, or computer-assisted homework.

3. The Grammar Lab, adjacent to the Writing Center, offers computer-assisted instruction on grammar on such software as Blue Pencil, The Writing Tutor, Grammar Coach and others.

The tutoring services provided by peer tutors include assistance with any stage of the writing process:

- Fighting writer's block
- Focusing on a topic
- Brainstorming ideas
- Developing a thesis
- Supporting a thesis
- Organizing your thoughts
- Revising and editing
- Documenting sources

Because of the high demand, students are encouraged to make appointments several days in advance by telephone or by stopping by the Writing Center. The Writing Center is open daily from 9 a.m. – 8 p.m. during fall and spring semesters. During the summer if funding is available, it is open from 10 a.m. – 2 p.m. and from 4 p.m. – 8 p.m.

The number of students served is depicted in the following table.

WRITING CENTER	
Semester	**Number of Students**
Spring 1996	815
Fall 1997	559*
Fall 1998	899
Spring 1999	1,514
Summer 1999	310
Fall 1999	1,428
Spring 2000	1,230
Summer 2000	335

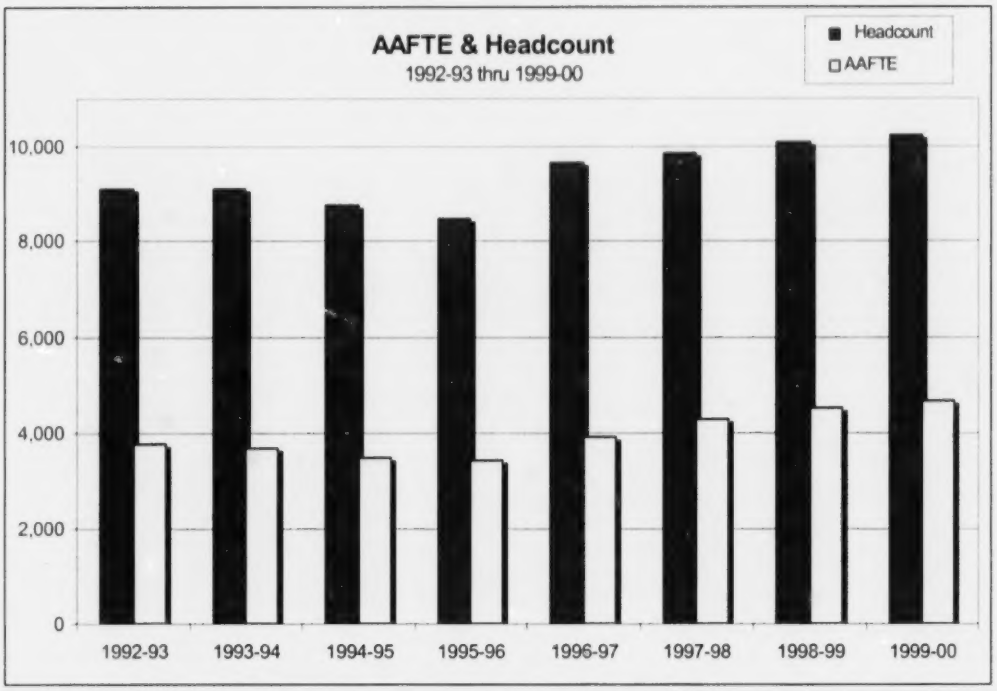
* No record of the number served during spring 1998.

The brief updates provided for student support services are the major accomplishments or activities. Details on these and other student services will be available during the Northwest site visit in October. All of these student services changes were done to provide better, faster, more accurate services to students. The college has invested substantial funds in technology to make the changes possible. Additional technicians, staff and faculty training, and administrative support were key components to the success of these upgrades.

Comparison of Student Enrollment

TMCC and the UCCSN have modified the way some programs are listed or counted. Some classes that were classified as "transfer" were changed to "occupational" to align more closely with federal CIP classifications. As a result of these changes, providing an accurate comparison of 1995 and 2000 student population by program designations isn't feasible. The following tables provide an AFTE State supported comparison since 1992.

Average Annual FTE & Headcount
1992-93 Through 1999-2000



	Average Annual Census Enrollment		
Year	**Headcount**	**AAFTE**	**Percent Change (AAFTE)**
1992-93	9,095	3,786	
1993-94	9,091	3,682	-3%
1994-95	8,754	3,498	-5%
1995-96	8,460	3,434	-2%
1996-97	9,644	3,908	14%
1997-98	9,859	4,287	10%
1998-99	10,065	4,516	5%
1999-00	10,214	4,654	3%

TMCC's student growth stabilized for a couple of years and then increased steadily. Programs showing the highest percentage gain between spring 1996 and spring 1997 were Humanities, Astronomy, Philosophy, Co-op Education, Auto/Automotive Technician Educational Cooperative, Construction, Criminal Justice, Heavy Equipment Mechanics/Diesel Technical Education Cooperative, Military Occupations.

Programs showing the greatest gain in FTE from spring 1996 to spring 1997 were: Environmental Studies, Western Traditions, Computer and Office Technology, Criminal Justice.

3.6 Question Six

What significant changes have been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported. Describe the institution's plan for the continuing evaluation of all faculty members. See Standard Four – Faculty and Commission Policy 4.1 – Faculty evaluation

3.6.1 Response

Several relevant topics regarding faculty were included in TMCC's response to the current status of the 1995 General Recommendations Four and Five described in Part A. These included faculty involvement in institutional governance, evaluations, communications, handbooks for full-time and part-time faculty, new policies and procedures related to faculty advancement.

Significant Changes
Other significant changes or activities involving faculty that occurred since 1995 are:

Faculty Qualifications Policy: TMCC revised its policy on hiring. Working with Northwest Deputy Executive Director Larry Stevens, TMCC expanded its faculty qualifications hiring policy to reflect more accurately the Northwest Commission's standards. The policy includes the academic requirements necessary to teach in a specific field. It also addresses qualifications of part-time faculty. The policy was circulated among faculty and administration and approved by the President. A copy is in Appendix K.

Academic Planning: Faculty involvement in academic planning increased. Faculty Senate committees are substantially more effective in the review of proposed courses and new degrees. Written guidelines are in place and published; faculty committees uphold the regulations. Academic Standards is also the overseer of the program reviews. A subcommittee developed a three level program review that was adopted by the college in May 1998. That review not only scrutinizes program viability but also provides for "Action Plans" following the program review that are linked to program improvement and budgeting. A copy of this plan is in Appendix L.

Faculty Workloads/Lab Ratios: Currently, each instructional division manages its lab/ratio assignments. The college has addressed the need to develop a standard format for the different occupational needs. The Faculty Senate chair has agreed to undertake this task during the 2000-2001 academic year.

Although TMCC doesn't have a workload policy other than teaching 30 semester credits per year, the college provided a broad distribution of where faculty members were assigned to teach in its 1995 Self-Study Report. A comparison of 1994-95 and 1999-2000 annualized student enrollments in state supported courses (FTE) by area is shown by three broad student areas. This isn't an exact comparison because some program categories changed during the interim.

STUDENT FTE				
Area	**1994-1995**	**FTE (Percent Distribution)**	**1999-2000**	**FTE (Percent Distribution)**
General Education	1895.6	52%	2536	54.5%
Occupational	1515.5	41%	1742	37.5%
Developmental	268.5	7%	372	8.0%

Research and Special Projects Academic scholarship is important at TMCC. The institution increased the number of sabbaticals to five for the 2000 – 2001 academic year. In addition, faculty may apply for mini-grants from the TMCC Foundation for a wide variety of academic or artistic activities. Faculty members are encouraged to apply for grants for research or academic interests; TMCC has a grant writer who will assist with these kinds of projects.

Professional Advancement A Professional Development Plan was developed to provide faculty the opportunity for professional advancement through degrees, credit for course work, and occupational courses. See Appendix M.

Teaching Excellence: The TMCC merit process was defined for faculty at the top of the salary scale. A committee co-chaired by the Faculty Senate Chair and the Vice President of Academic Affairs developed a procedure whereby faculty who were at the top of the salary scale and not eligible for increases could apply for an increase by documenting excellence in several areas. See Appendix M.

Expansion of the Arts: Among the programs that are new to the college are those in the arts. At least two new positions were added for music and theater while lecturers were added for art. The number of part-time faculty in these areas has increased. These programs are growing fast. In addition to the new positions in the arts, the college added two art galleries since 1995, one for photography in the Red Mountain Building and another for any kind of art in the Elizabeth Sturm Library. Faculty and student art are exhibited periodically.

Employee Development Center: The Employee Development Center (EDC) makes available valuable training for both faculty and staff. The monthly computer classes provided instruction in 115 basic computer skill classes, 82 word processing classes, 82 data base classes, 81 spreadsheet classes, 42 power point presentation classes, and 27 web page design classes. These classes were provided free of charge for TMCC employees

during the spring semester, and TMCC employees have been taking advantage of this service.

The EDC also provides registration, logistics, and evaluation service to the Grants and Projects Office, 4Mat Workshops, School-to-Careers workshops, and WIDS workshops. A CITRIX program was used to track staff development.

A faculty Training and Technology Day was held in August 1999 featuring 16 workshops; 129 faculty members attended. This year's Employee Development Training Day is scheduled for August 23. A copy of the training schedule is in Appendix M. The EDC also works closely with Extended Day Services to provide training and speakers for the part-time faculty. Various workshops are offered to faculty and staff throughout the year including stress management, SIS and Advantage training, Worker's Compensation, classified academic advisement, assessment workshops, time management and personnel workshops. EDC co-sponsors the orientations for both new faculty and staff. Faculty workshops for teaching methodology and skill development have increased significantly.

Diversity and Multiculturalism: Awareness of diversity and multicultural diversification requires educational opportunities for faculty and staff. Curricular changes follow. The staff of the Multicultural Diversification Office provided a wide array of workshops and events annually for the faculty, staff and community. Summaries prepared annually identify the nature of the function and the number in attendance. See Appendix N for these reports.

Expanding the understanding of diversity and providing training for curriculum development is closely linked to staff development as well as instruction. Since October 1995 the college has made great progress in adding diversity to the curriculum and providing enrichment opportunities for faculty. Campus-wide support and participation from across educational disciplines existed. Prior to 1995 there was no official embracement of diversity/multiculturalism in the TMCC curriculum. Today more and more faculty members are publicly advocating for diversity and many have taken a lead role in including diversity in their own classes where appropriate. Some of the steps/changes or actions are:

- Provided information to faculty/staff/students regarding the importance of diversity. (1995)
- Conducted focus groups. (1995)
- Conducted a diversity curriculum survey assessment. (1995)
- Met and presented materials to Faculty Senate Curriculum and Academic Standards.
- Created a Diversity Design Team to address diversity campus-wide.
- Incorporated curriculum diversity in the department's unit goals.
- Faculty Senate approved a definition of diversity as it relates to curriculum.
- Definition of diversity as it relates to educational curriculum was included because of faculty input.

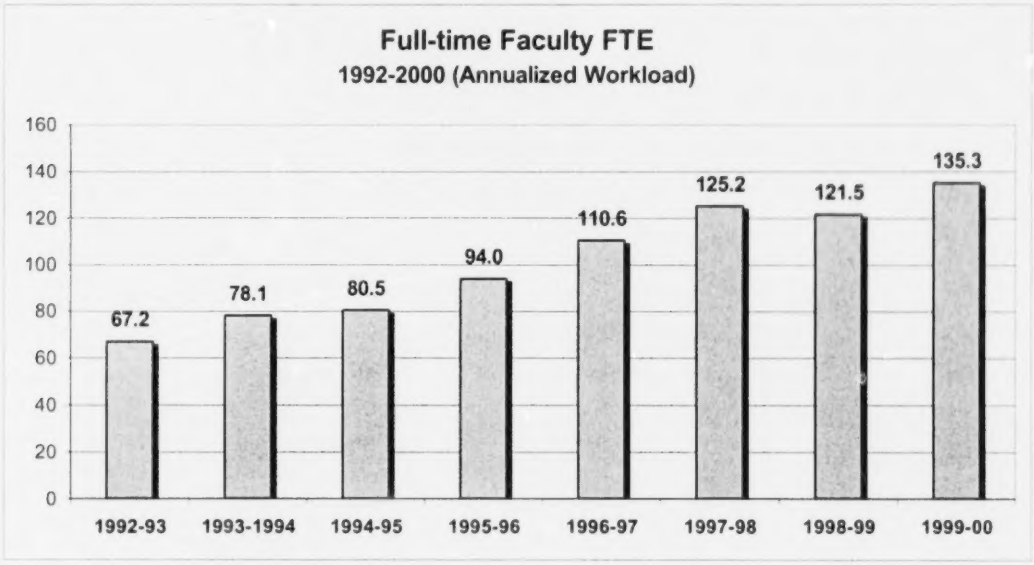
- Added a diversity requirement for all associate degrees or certificates granted by TMCC. Faculty Senate approved spring 1999.
- Faculty Senate and administration approved the Applied Anthropology/Diversity Certificate of Achievement. (spring 2000)
- Faculty identified courses that will satisfy the diversity requirement at TMCC and will transfer to other colleges as diversity classes. New classes are being prepared for consideration and approval.
- Workshops are being planned for faculty to enhance skills in diversifying the curriculum.
- The Assistant Dean of Diversity and Multiculturalism now reports to the Vice President of Academic Affairs. This will enhance curriculum diversity efforts.

Diversifying the curriculum is a process. Although significant progress has been made, much work remains to be done.

Increase in Number of Faculty

The number of faculty has increased substantially over the past five years. In 1995 TMCC had 81 full-time (25 instructors, 56 professors) and 341 part-time faculty. Spring semester 2000, TMCC had 155 full-time (46 instructors, 86 professors) and 292 part-time faculty. The 155 full-time faculty includes 13 counselors and librarians. Some replacement or new positions are being added for fall 2000. That number will be available when the Northwest site visitors arrive on campus.

The following chart depicts the changes in the Annualized Workload from fall 1992 through spring 2000.



Salary Increases
Salaries have increased annually by merit increases at a rate of 2.5 percent per year since 1995. The following chart shows salary cost of living increases over the past five years.

COLA PERCENTAGES		
	Professional	**Classified**
FY 94 - 95	0%	0%
FY 95 - 96	4%	5%
FY 96 - 97	3%	3%
FY 97 - 98	3%	3%
FY 98 - 99	3%	3%
FY 99 - 00	0%	0%
FY 00 - 01	0%	2%

Also, the UCCSN just concluded a salary study and provided all the institutions with new scales. A copy is in Appendix F.

Strengthening Faculty
A number of activities occurred over the past five years to strengthen the faculty. Among those activities are:

Faculty Senate: Faculty Senate Bylaws were revised, and faculty interest and support grew. Strong Senate committees accept their responsibilities seriously. The Chair of Faculty Senate participates in most administrative meetings or workshops. Chairs of committees have specific responsibilities to meet, including attending major campus meetings such as Planning and Policy Council. The dedication and leadership of Senate strengthened faculty/administration relationships.

Nevada Faculty Alliance: The Nevada Faculty Alliance works closely with the Faculty Senate and TMCC administration. The union contact was re-negotiated during spring 2000. A copy of the addendum is in Appendix G, and a copy of both agreement and addendum will be available to the Northwest site team.

Mentoring: New full-time faculty and administrators have the opportunity to work closely with an experienced TMCC faculty or administrator for guidance and support. One-on-one meetings occur throughout the academic year. The following table reflects the annual use made of mentors by 94 participants.

MENTORING	
Year	**Number of Participants**
1996-1997	15
1997-1998	25
1998-1999	14
1999-2000	40*
*(22 full-time and 18 lecturers)	

Website Information: TMCC provides extensive information on its web. The community as well as internal use of the material strengthens faculty by having the resources available. In the Human Resources area, individuals can obtain information on employment opportunities, employee benefits, salary schedules, application requirements, evaluation process, screening/interviewing, forms for faculty and staff, and manuals. Other links on the web provide such resources as UCCSN information, the TMCC Administrative Manual, TMCC Faculty/Staff Handbook, Affirmative Action, outcomes assessment plans, and other information of interest to faculty.

Faculty Evaluations

The college has strengthened its evaluation procedures of faculty. A greater use is being made of student evaluations; this evaluation criterion has improved. Multiple indices are used consistently in all full-time faculty evaluations. Copies of these forms are in Appendix F. The changes in evaluations were addressed in the response to General Recommendation Four. The college now has a consistent evaluation process that will continued over time. The Vice President of Academic Affairs will oversee any modifications.

3.7 Question Seven

What changes have been made in the physical plant (new buildings, demolition or remodeling of old ones)?

3.7.1 Response

The facilities for TMCC grew at a steady pace. No demolition of facilities has occurred. The following table historically identifies the space leased and buildings that were completed or remodeled and also identifies the future building plans.

CURRENT AND PROJECTED TMCC GROSS BUILDING SPACE (revised July 18, 2000)							
FACILITY	COMPLETION DATE	FISCAL YEAR BUILDING SPACE (SQ. FT.)					
		1998	1999	2000	2001	2002	2003
Red Mountain Building - Phase II	Nov. 1976	38,948	38,948	38,948	38,948	38,948	38,948
Red Mountain Building - Phase III	Apr. 1980	97,950	97,950	97,950	97,950	97,950	97,950
Red Mountain Building - Western Addition	Jul. 1985	3,823	3,823	3,823	3,823	3,823	3,823
Red Mountain Building - Phase IV	Oct. 1987	56,137	56,137	56,137	56,137	56,137	56,137
Vista Building - Phase V	Aug. 1992	45,187	45,187	45,187	45,187	45,187	45,187
E.L. Cord Child Care Center	Aug. 1992	9,748	9,748	9,748	9,748	9,748	9,748
Red Mountain Building - TV Studios Classroom/Office Addition	Aug. 1993	4,869	4,869	4,869	4,869	4,869	4,869
Library - Phase VIA	Oct. 1995	37,116	37,116	37,116	37,116	37,116	37,116
Grounds Maintenance Building	Jun. 1996	1,500	1,500	1,500	1,500	1,500	1,500
Advanced Technology Center - Phase VIB	Oct. 1996	78,386	78,386	78,386	78,386	78,386	78,386
Edison Way Technology Center	Jan. 1998	83,189	83,189	90,203	94,595	100,000	105,000
Old Town Mall Education Center - 3rd Floor	Apr. 1974	60,938	60,938	60,938	60,938	60,938	60,938
Tahoe Education Center - Incline Village	Aug. 1998	N/A	2,543	2,543	2,543	3,080	3,080
Neil Road Education Center	Nov. 2000	N/A	N/A	N/A	N/A	1,800	1,800
High Tech Center (AKA Technology Center)	Aug. 2001	N/A	N/A	N/A	N/A	38,000	38,000
Public Safety Complex (AKA Joint Police/Fire Academy Training Center)	Aug. 2001	N/A	N/A	N/A	N/A	63,040	63,040
Emergency Operations Center	Aug. 2001	N/A	N/A	N/A	N/A	2,325	2,325
Student Center	Jan. 2002	N/A	N/A	N/A	N/A	55,000	55,000
Plant & Facilities Building	Jan. 2002	N/A	N/A	N/A	N/A	10,000	10,000
Old Town Mall Education Center - 1st & 2nd Floor	Apr. 1974	N/A	N/A	N/A	N/A	95,062	95,062
Technical Institute - West Facility - Edison	Aug. 2002	N/A	N/A	N/A	N/A	30,000	30,000
Allied Health/Science/Classroom Building	Aug. 2003	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL BUILDING SPACE SQUARE FOOTAGE		517,791	520,334	527,348	531,740	832,909	837,909

Capital Improvement Projects

TMCC's Master Plan identifies several major projects in various stages of development and completion, that have been, or will be proposed to the Public Works Board or Board of Regents.

Technical Institute: The Technical Institute is located on the east side of the Reno Tahoe International Airport; applied technology programs, general and applied academic courses are provided at this location. This facility supports a partnering between TMCC and the Washoe County School District to develop a Regional Technical Institute educational program. This program will assist and encourage the transition of high school students from secondary into higher education. The facility was renovated and occupied in the spring 1999. Subsequent remodeling and renovation has occurred since

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that time with future remodeling and renovation planned over the next two years. The facility is presently approximately 95,000 square feet.

High Tech Center: The High Tech Center is a State funded facility to be located on the Edison Campus as a part of the Regional Technical Institute. The facility will be utilized in partnership with the Washoe County School District. The new 38,000 square foot facility will include computer labs, science labs, distance education, and offices. Completion of the facility is scheduled for the fall 2001.

Technology Center: The Technology Center is envisioned as 30,000 square foot facility to accommodate expanded educational programs at the Regional Technical Institute. The projected need for the facility is the Fall 2002.

UCCSN Redfield Campus: TMCC is a partner with UNR and WNCC to develop a joint use campus off the Mount Rose highway at the south end of the Truckee Meadows. A 60,000 square foot facility is scheduled for completion in 2001. Programs to be offered by the institutional partners have yet to be determined.

Old Town Mall Education Center: The TMCC programs located in the Reno Town Mall provides a much needed service in the heart of Reno. TMCC was unsuccessful in obtaining State funding for the purchase of the Old Town Mall in the last biennium. Presently, the TMCC Foundation is investigating opportunities to purchase the property. The Foundation would lease the property to TMCC over a period of time; at the end of that time TMCC would own the property. If negotiations with the current owner of the property are successful, this purchase is expected to take place around December 2002. Presently, TMCC will continue to lease space for additional and expanding programs as the need arises.

Student Center: The Student Center project will provide new and renovated space to accommodate Student Services, Admissions and Records, Counseling, food services, merchandising, meeting and conferencing rooms, multi-purpose activities, and study and student gathering spaces. The project is proposed in two phases. The first phase is funded and in design at this time; completion is scheduled for fall 2001. The first phase will complete the new building envelope and minor renovation of the existing second floor of the Red Mountain Building. TMCC is requesting funding in the 2001-03 biennium for the second phase of the project to complete the interior spaces.

Allied Health/Science/Classroom Building: TMCC has requested funding in the 2001-03 biennium for the planning of a new Allied Health/Science Building. The facility is envisioned to include classrooms and offices as well as house Plant and Facilities and other college support services on the lower level.

Public Safety Complex/Emergency Operations Center: This facility is to be constructed by Washoe County and operated by TMCC under a yet to be developed agreement. The facilities are under design and may be incorporated into one building. The facility will

provide classrooms and training areas for TMCC programs. Completion of the facility(s) is expected in the Fall 2001.

1.8 Question Eight

How have library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

3.8.1 Response

Library and Learning Resources

From the 1995 Northwest site visit, TMCC had a general recommendation related to learning resources and the library. An extensive response related to this question is provided for General Recommendation Three. Library staff works closely with all new programs to provide references students will need. These are a few examples:

- The library worked closely with Director Laura Webb to purchase the most current Dental Hygiene book titles, to purchase Dental Hygiene serials, Dental Hygiene videos and to link Internet Web sites to the Library links web pages. The library spent approximately $5,000 to support Dental Hygiene; library staff also conducted a fall orientation for the new Dental Hygiene students.
- For the past four years, the library performed tours, created assignments, and built the collection for the Nursing Assistant program.
- For Computer Science, the library staff wrote an assignment that featured the library databases regarding the Internet security and white collar crime associated with the Internet at the request of the instructional dean.
- For the new emphases in Education, the library spent over $3,000 on new book titles to support instruction. They also subscribed to the Professional Development database that is part of EBSCO and included over 250 education journals.
- The library staff requested $10,000 from Carl Perkins III money to have TMCC students work with faculty to create class related web pages. Incorporated into these web pages will be library assignments, tour schedules, library reserves (traditional and electronic). This activity will be started Fall Semester 2000; faculty teaching Distance Education and Computer Information Technology at the Edison facility will have this service.

The Elizabeth Sturm Library personnel and the full- and part-time faculty work as partners to support educational opportunities for students. Most faculty have student assignments requiring library usage; faculty rely on the training the library staff provide to have students understand and use all sorts of media in research applications. The support services of the library expanded substantially and has more than kept pace with the growth in enrollment.

Computer Laboratories

In addition to the services provided for all students through the library, the college has also expanded the number of computer laboratories for students. The science labs in the Red Mountain Building are equipped with MacIntosh computers. One room has 13, another has 17 new MacIntosh computers; the third science lab has seven on carts. Thirteen new computers will be installed in the next few weeks for the Health Sciences programs. The MacIntosh labs are standalone labs because the MacIntosh platform isn't compatible with the platforms used for the rest of the institution. The following table shows the distribution of student computer labs across the campus in addition to these labs.

TMCC COMPUTER LABS
March 22, 2000

Location	No. of Labs	No. of Computers
Advance Technology Center	12	297
Library and Library Kiosk	3	48
Red Mountain	3	69
Vista	1	3
Industrial Technology Center	3	32
Incline Village	1	12
Old Town Mall	7	84

A total of 545 IBM or compatible computers plus 37 MacIntosh personal computers were available for instruction and/or open labs for student use spring 2000. Other new computers will be installed during the 2000- 2001 academic year on the Dandini Campus as well as the Old Town Mall Center. Computers at the Technical Institute are being upgraded during the summer.

These computers have a variety of software installed on them. Faculty members complete a form to request instructional software prior to the beginning of each semester. Lab Assistants manage the computer labs and enforce the TMCC lab guidelines at all times. Lab hours are posted around campus and made available through instructors.

1.9 Question Nine

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future?

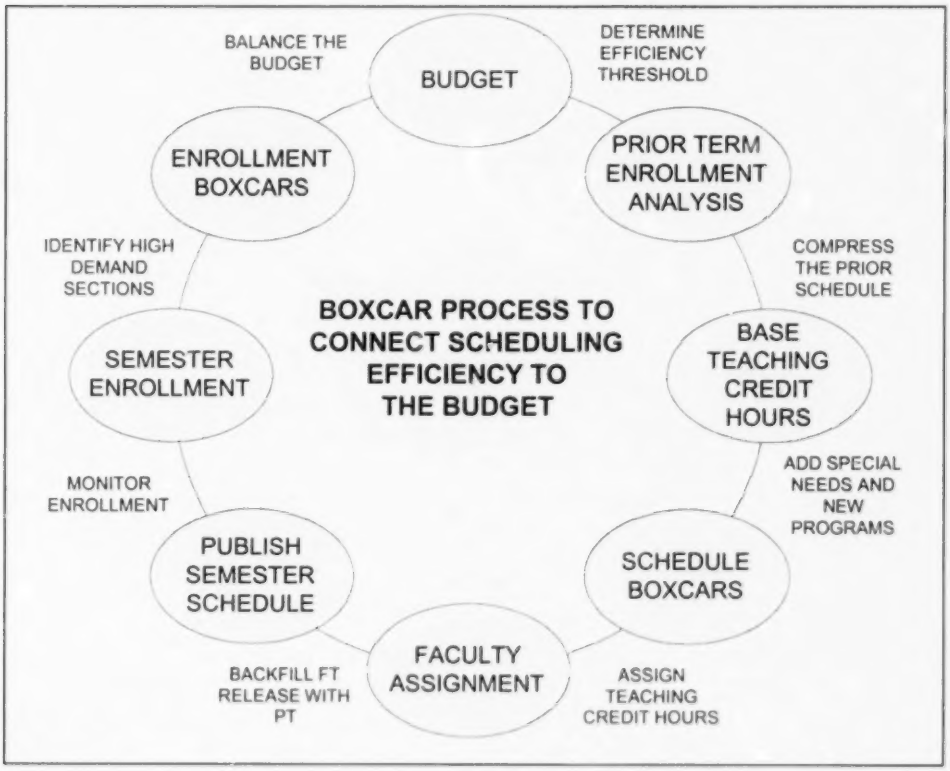
3.9.1. *Response*

No Significant Changes

No significant changes have occurred in the College's budgets since the 1995 accreditation. The State budget revenue and spending authorities have grown in relation to the College's student growth. All funds in the State budget are expended during the fiscal year. The non-state budget revenues and expenses have also grown. The non-state contingency fund has increased from a low of $200,000 to over $500,000.

Controlled Expenses

A significant change occurred in controlling expenses in the allocation of part-time funds. Prior to this change, faculty scheduling (and the associated payroll expense) was not adequately connected to the budgeted spending authority. Last year, this lack of control created a major problem in overspending the part-time budget by nearly 25 percent or $600,000. This over-expenditure was absorbed by freezing vacant positions and reducing operating accounts. Additionally, an operational change was researched, developed and implemented to connect faculty scheduling with the budgeted spending authority. This operational change is referred to as the "Boxcar Scheduling Process."



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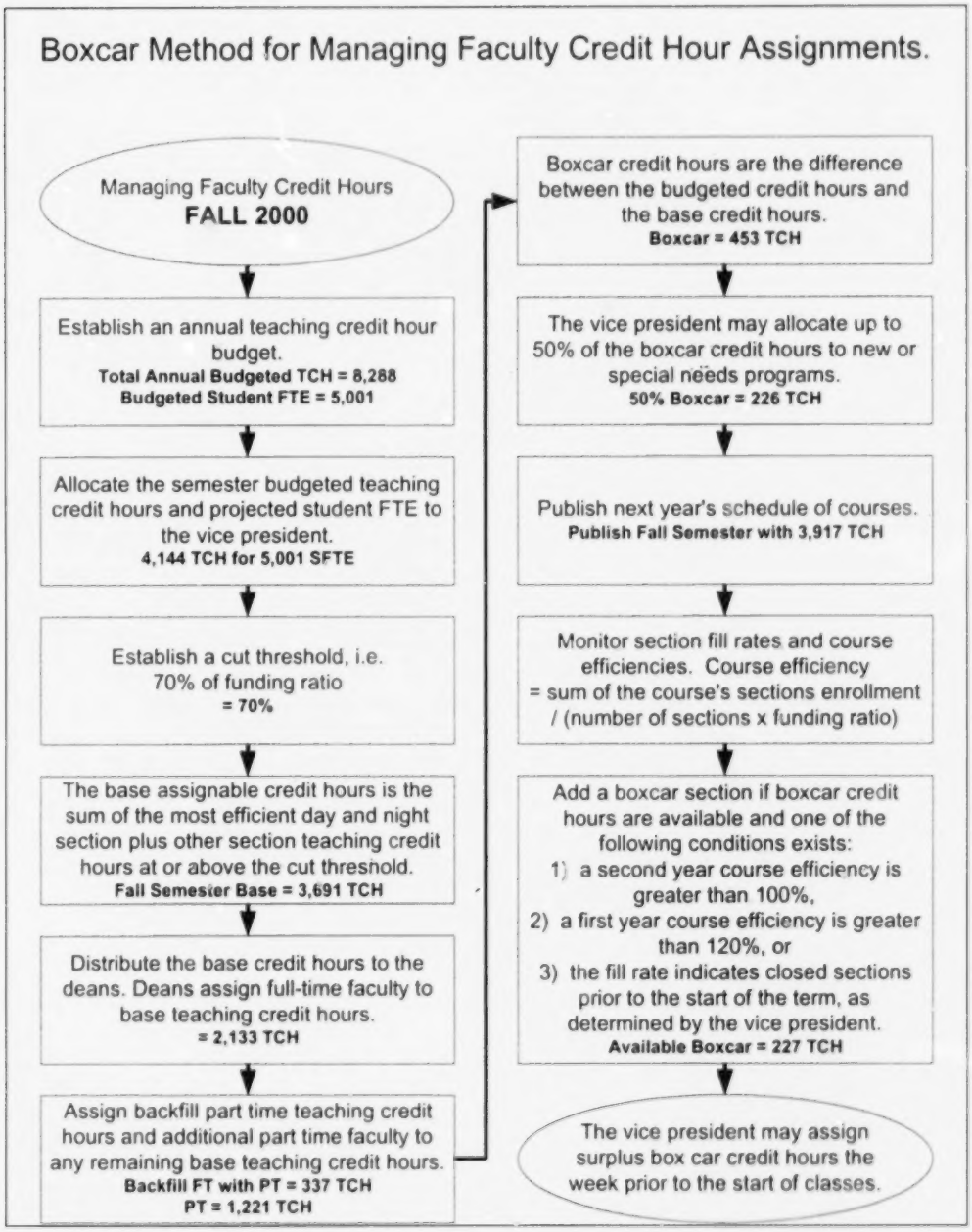
Boxcar Method for Managing Faculty Credit Hour Assignments.
Managing Faculty Credit Hours
FALL 2000
Establish an annual teaching credit hour budget.
Total Annual Budgeted TCH = 8,288
Budgeted Student FTE = 5,001
Allocate the semester budgeted teaching credit hours and projected student FTE to the vice president.
4,144 TCH for 5,001 SFTE
Establish a cut threshold, i.e. 70% of funding ratio
= 70%
The base assignable credit hours is the sum of the most efficient day and night section plus other section teaching credit hours at or above the cut threshold.
Fall Semester Base = 3,691 TCH
Distribute the base credit hours to the deans. Deans assign full-time faculty to base teaching credit hours.
= 2,133 TCH
Assign backfill part time teaching credit hours and additional part time faculty to any remaining base teaching credit hours.
Backfill FT with PT = 337 TCH
PT = 1,221 TCH
Boxcar credit hours are the difference between the budgeted credit hours and the base credit hours.
Boxcar = 453 TCH
The vice president may allocate up to 50% of the boxcar credit hours to new or special needs programs.
50% Boxcar = 226 TCH
Publish next year's schedule of courses.
Publish Fall Semester with 3,917 TCH
Monitor section fill rates and course efficiencies. Course efficiency = sum of the course's sections enrollment / (number of sections x funding ratio)
Add a boxcar section if boxcar credit hours are available and one of the following conditions exists:
1) a second year course efficiency is greater than 100%,
2) a first year course efficiency is greater than 120%, or
3) the fill rate indicates closed sections prior to the start of the term, as determined by the vice president.
Available Boxcar = 227 TCH
The vice president may assign surplus box car credit hours the week prior to the start of classes.

New Higher Education Formula

Another significant future change will be the implementation of the new higher education funding formula. A legislative committee was established to develop a new university and community college funding formula to be implemented on July 1, 2001. The existing formula was created in 1987 and is not responsive with the emerging needs of Nevada colleges. The old formula was not fully funded, did not have common drivers among the

institutions, and did not address critical functions such as technology, safety and security, ADA and distance education. The primary benefit of the new formula will be the equitable distribution of state funds to the institutions and to the institution's spending functions (instruction, academic support, etc.). A concern for TMCC is the effect the new formula may have on the instructional function during the first two funding years. (With the old formula, instruction was 100 percent funded, whereas the other functions were funded between 70 percent and 90 percent. The new formula will fund all functions equally but at less than 100 percent.) See Appendix Q for formula guidelines.

1.10 Question Ten

*What significant changes have been made in the leadership and management of the institution. Explain. See Standard 6.C – **Leadership and Management***

3.10.1 Response

Leadership Organization

The institution underwent significant changes in its organizational structure after the 1995 Northwest site visit. Those changes are described in the responses to General Recommendations Two and Five. The basic organizational structure has a Leadership Team comprised of the President, Senior Vice President, Vice President of Academic Affairs, and Vice President of Workforce Development and Technologies. The reporting refinements reflect the growth of the institution and the major projects currently underway. As cited earlier, the complete set of organizational charts is in Appendix J.

Shared Governance

With the shared governance philosophy, faculty and staff have a larger role in the planning of institutional activities. Faculty representatives participate on all major Planning and Policy Council standing committees and meet with the Leadership Team on a weekly basis. President Richardson reports at each Faculty Senate meeting. Design teams are organized for exploring new ideas, developing planning concepts, presenting materials to Planning and Policy Council carrying out projects, and special assignments. Chairs of the design teams are frequently faculty.

Design Teams

Design teams are used to investigate an idea or project. The scope of the responsibility is limited. Progress reports are made regularly to the Planning and Policy Council, minutes are kept, and a final report is prepared. The Design Team Initiation Form lists these major divisions: Design Team Name, Design Team Chair, Design Team Members, Design Team Purpose, Deliverables/Outcomes, Conceptual Study, Requirements Study, Feasibility Study, Design Study, Preliminary Time Line, Signature of Vice President and Signature of the Planning and Policy Council Chair. A copy of the form and a report presented to the Institutional Effectiveness Committee on the number of design teams are in Appendix O.

Chairs of the Design Teams send a copy of the minutes to the Office of Institutional Effectiveness and Research. A copy of the Design Team's final report is also maintained in that office. Periodic progress reports as well as the final report are made to the Planning and Policy Council. The appropriate Vice President takes the information forward for any action. Periodic training is provided for design team chairs and interested faculty.

Planning and Budgeting

The college established an initiative procedure to precede budgeting. Divisions developed initiatives related to the eleven college strategic goals and their unit plans. These were submitted to the division's vice president. Vice Presidents collected all initiatives and ranked them by priority because funding would not cover all requests. There were 218 initiatives. Priorities were ranked zero through four with priorities in the zero and one rankings being the most critical. If funding dollars were still available, they went to the next priorities. At the end of the each year of the two-year biennial budget, the Institutional Effectiveness and Research Office prepared reports on the progress made on those initiatives. A new tracking system is being developed that will allow divisions to input progress made on a continuous basis.

3.11 Question Eleven

What existing plans for the future have been achieved and what new plans have been formulated?

3.11.1 Response

The college reports its accomplishments of strategic planning in a variety of ways. Most reports such as "Planning for the 21st Century" contain reports on the performance indicators while other reports such as the final report from a Design Team is presented in oral and written format. Other planning documents such as the Academic Master Plan is submitted internally to the campus as well as submitted to the System Academic and Student Affairs Office and the Board of Regents. Most of the college's major reports are also posted on the network and website: http://www.tmcc@edu. The President also reports annually to the Board of Regents on the college's achievements. The following list identifies some of the college's accomplishments reported in various documents.

College Achievements

Many of TMCC's existing plans for the future are contained in the 1997 – 2004 College Strategic Plan. (The Executive Summary is in Appendix P). The College Strategic Plan will be updated during 2000 – 2001 using data from environmental scanning and forecasting and other sources. Some of the college's major accomplishments include these activities:

- Refined the shared governance organizational structure
- Improved faculty/administration relationships and communications
- Improved research collection, analysis, and reporting

- Continued to work toward assessment of programs and outcomes
- Expanded physical facilities at the Old Town Mall Center, the Technical Institute on Edison Way, remodeled some parts of the Red Mountain Building on the Dandini Campus
- Expanded academic and non-academic programs to serve students and community better
- Expanded student services in numerous ways such as the use of the website for registering, grades, research, financial aid, distance education
- Improved community relations through greater community involvement in college activities
- Established matriculation and enrollment management practices
- Improved internal planning procedures through unit plans and initiatives linked to budgets

New College Plans

New college plans added since the 1997 College Strategic Plan include a number of major projects. One of the major planning factors was the changing demographics; the college will increase its emphasis on outreach to the targeted populations. The following components are a summary of the college's additional plans for the future:

1. The new funding formula for the UCCSN and its impact on TMCC

2. The college's continuation of its outreach efforts to the community; in particular, the educational programs being offered at Smithridge Neil Road, Old Town Mall, International Gaming Technology (IGI), and Distance Education

3. Establish joint campuses with Washoe County School District and the Regional Technical Institute at Edison

4. Continue the decentralization of the college

5. ACT Center/Career Center and Career Preparation

6. Increase continued commitment to Incline Village residents

7. Redfield Campus participation – curriculum development

8. Implement the Assessment Plan

9. Continue to meet business and community needs with new programs

The explanation and planning involved in each of these areas is as follows:

New Funding Formula: Representatives of the legislature, the governor's office, the UCCSN, and each of the institutions within the UCCSN met numerous times over the

past six months to develop a new funding formula to replace the old one implemented in 1987. The old formula was basically a university one that was never fully funded. Many of the funding drivers were inequitable and some primary functional spending activities such as safety/security, technologies and ADA were omitted. This series of meetings followed a Board of Regents equity study that revealed the need to fund adequately and equitably the growing institutions.

The new formula drivers include a change in funding ratios in class size, full-time/part-time ratios in number of positions and salaries, the inclusion of teaching assistants salaries, and dollar amounts specified for new equipment per new position as well as existing faculty and classified positions. There was a two-percent increase in academic instructional dollars but a decrease in the number of positions for student services functions. Other changes were included in the formula. The full committee is still addressing implementation issues; the college will address the impact of the new funding formula as soon as more of the implementation procedures are defined by UCCSN. The July report to the college administrators is in Appendix Q.

Outreach Efforts: For the past several years TMCC has expanded it services within its service area to a more diverse population. One study completed for the Board of Regents two years ago identified where our students lived geographically within Washoe County. The study helped the college focus on areas where more programs and services were needed. In conjunction with this study, the college also reviewed the diversity of its student population. To increase the number of Hispanic students and extend the college's programs into the communities where under served populations lived, the college established learning centers in the Smithridge and Neil Road areas. Some programs are offered in Spanish to accommodate those with limited English skills.

Other outreach efforts included the establishment a sequential series of courses at businesses in order for employees to take advantage of classes at the work site. One of the more fully developed sequences is provided to the employees of International Gaming Technology (IGT); employees are able to complete most of their classes for a degree in business at the work site. Employers support employees in these programs through such ways as paying for books or tuition, or providing released time to attend classes.

Yet another outreach effort is in the expansion of the distance education offerings. The college has expanded its offerings to 28 classes for fall 2000. In addition to the courses transmitted from the Dandini Campus, they can also be transmitted from the Edison or Old Town Mall Centers. Distance education is also available to residents at Incline Village.

Decentralization of Campus: With the growth in number of students and the expansion of the physical facilities at Old Town Mall, the Technical Institute at Edison, and the Dandini Campus, it became apparent that the college needed to consolidate certain kinds of programs at the different locations. All space intensive occupational programs are now housed at the Technical Institute along with a variety of general education and related instruction courses. Eventually, students will be able to complete their AAS

degrees and Certificates of Achievement at this location. Student services are also available. Some occupational programs and most transfer courses are located on the main Dandini campus. The Old Town Mall Center provides both transfer and occupational classes. Most of the Business and Industry workshops and short courses as well as community services offerings are housed at the Old Town Mall Learning Center. Business and Industry has continued to provide customized training on site for employers. Community Service utilizes community sites for many of the workshops or classes.

ACT Center/Career Center: These areas were addressed in response to an earlier question. The ACT Center should be operational by the end of September. It will provide specialized services to occupational students primarily at the Technical Institute. The ACT Center services will extend to the business community when employers want to provide specialized training for employees. Employees skills and general education knowledge can be assessed quickly; if developmental or review courses are needed before the individuals enroll in the more highly technical classes, the college can customize training or advise the individuals what levels of skills are needed to enroll. The college is establishing the Work Keys testing immediately; TMCC is fortunate to align itself with ACT early in the development of centers.

Joint Campus with Washoe County School District: The Regional Technical Institute will be a joint venture with Washoe County School District. The 400,000 square foot facility will be located on Edison Avenue and will serve 2,500 full-time students year round. It is anticipated that 500 highly skills new workers will join the workforce annually from the Regional Technical Institute. Washoe County School District set aside four million dollars from its 1998 school bonds to provide for the facility. The institute will provide high quality training leading to high-skill, high-wage careers and regional economic development. Juniors and seniors will be able to complete their high school graduation requirements at the Regional Technical Institute. Post-secondary students will be able to upgrade technical skills, earn and retain technical certification, and/or pursue associate and bachelor degrees. The Regional Technical Institute will emphasize:

- Competency and performance-based standards and curriculum
- Work-based learning experiences to enhance classroom learning
- Universal "employability" skills most frequently requested by employers
- Certificates and degrees validated by business and industry
- High skill, high wage jobs and career pathways/preparation

Many of the District's occupational programs currently offered at the Glenn Hare Occupational Center are now or will be assigned soon to the Edison locations. The final design of the new facility was completed spring of 2000; construction is targeted to begin within the next few months.

Increased Commitment to Incline Village: Incline Village is a part of TMCC's service area; however, its location and its population base have made it difficult for TMCC to provide for its needs. The commute is too far for some students while other students

select prestigious colleges to attend instead of Nevada institutions. There are basically two distinct economic bases at Incline. Either the families are middle/upper economic class and four-year or university oriented, or they are minimum wage earners who have the desire to attend higher education but little or no means to accomplish their goals.

In the past five years, TMCC has improved its working relationship with the public schools at Incline, provided more courses to reflect the desires of the community, and established a physical presence at Incline through the Tahoe Education Center. These efforts and the expansion of distance education offerings have made an impact. Student services are provided for Incline Village students.

Redfield Campus Participation: The University and Community College System of Nevada was granted land from the Redfield estate south of Reno to be developed under the direction of the University of Nevada, Reno. The University is to partner with TMCC and Western Nevada Community College. The legislature provided initial funding to develop the plans for the site. Additional funding for the physical facilities is anticipated from the legislature next year. The legislators also expect some private funding to assist with the buildings and/or equipment. In the meantime, the three campuses are identifying what courses each institution will offer. The university will offer some lower division courses at first while the two community colleges will provide occupational or technical courses. The facilities may be shared eventually with Washoe County's Galena High School.

Assessment Plan: The institution has supported a variety of assessment activities with personnel and funds over the past seven years. The campus conducted climate surveys of students, the community, and the faculty and staff. Responses from the first two of these were used in planning; the results of the faculty and staff climate survey won't be available until early in October. These institutional assessment efforts and those related to the assessment of instruction will be folded into the college's Outcomes Annual Plan. Components such as the Institutional Assessment Committee are new; the Charter describes the responsibilities. The Assessment Plan will be implemented immediately and modified as needed.

Meet Community and Business Needs: TMCC responds quickly to community and business training needs. Strong technical skills advisory boards help the college target new and anticipated programs. The college conducts needs assessments in the areas requested to determine if sufficient interest and support exists to develop the new program. Generally, the college is seeking opportunities for internships as well as employment positions if the program is to be developed.

Several new programs are under development. They are: AAS, Emergency Dispatch; AAS, Search and Rescue; Geographical Information Systems; Pharmacy Technician; and Veterinary Technician.

To determine the feasibility of new programs, the Vice President of Academic Affairs provides stipends to faculty to determine the need, develop curriculum if it would be a

viable program, and take the program through the appropriate internal and System approvals.

Other areas, such as Pavement Technician, underwent a thorough need assessment. The need for training and employment possibilities existed. The program was started with non-credit workshops first through Business and Industry because of the critical need for trained people. The new program process will be followed to establish as AS degree that will be articulated with the College of Engineering, University of Nevada, Reno, for a 2+2 program.

3.12 Questions Twelve

With respect to ***Standard One – Institutional Mission and Goals, Planning and Effectiveness*** *and* ***Standard Two – Educational Program and Its Effectiveness,*** *note the importance of evaluating and monitoring results (outcomes) as a means of determining institutional effectiveness.* ***Keeping to a concise format,*** *the institution should endeavor to describe explicit achievements expected of its students and to adopt reliable procedures for assessing those achievements.*

Succinctly describe the institution's current status in meeting the requirements of ***Standard 1.B – Planning and Effectiveness*** *and* ***Standard 2.B – Educational Program Planning and Assessment.*** *In connection with Standard 2.B, please relate how the institution's planning is based on regular and continuous assessment of programs in light of the requirements of Commission* ***Policy 2.2 – Educational Assessment.***

3.12.1 Response

Institutional Effectiveness

TMCC has worked continually to improve all aspects of its planning and institutional effectiveness with a special emphasis on instructional assessment. As responses to the General Recommendations and Part B questions show, the Leadership Team, administrators and faculty have contributed a significant amount of time and energy to execute sound planning principles. The college improved institutional effectiveness through improved communications, better reporting procedures, sound data collection and analysis. The institution also enhanced internal monitoring procedures such as those for new program development and for planning and program reviews, faculty evaluation procedures, climate surveys, recognition of faculty accomplishments, increased number of sabbaticals, unit planning and initiatives, and brainstorming sessions with faculty and administration. One example of this focused effort to improve institutional effectiveness was the Assessment Retreat held July 13, 2000.

Support for Assessment

TMCC has made a substantial financial commitment to assessment activities over the past several years. Funding included these endeavors:

- Brought in two consultants from Johnson County Community College to provide two days of outcomes assessment workshops

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- Brought in President Steve VanAusdle and Director of Administrative Affairs Jim Peterson from Walla Walla Community College to address learner outcomes and planning. President Van Ausdle came two consecutive years
- Requested the Associate Director of Northwest Commission on Colleges to address institutional effectiveness including program and learner assessment
- Provided full-time administrators for two consecutive years to work with faculty and divisions on program and learner outcomes
- Provided stipends for two consecutive years for the chairs of learner/program outcomes and general education outcomes
- Sent faculty and administrators to workshops on assessing outcomes
- Provided funds for the ETS pilot project to assess general education learning
- Funded a research position to assist the college in developing sound data and analysis, including program and learner outcomes
- Funded an outcomes assessment position to complete the assessment cycle in instruction and other areas
- Supported assessment with a $10,000 operating budget to be used on assessment needs
- Provided specialized equipment such as scanners and printers to facilitate data collection and analysis, including climate surveys and other surveys leading to program improvement
- Provided funding for retreats

Funding support also came from the divisions as they assigned faculty to modify curriculum to include learner outcomes. In some instances stipends were given for the curriculum endeavors. The Dean of Liberal Arts/Public Service provided for the consultant's workshops on syllabus development and learning outcomes; he worked directly with faculty on assessment. The instructional deans encouraged faculty to work with the Assessment Office to develop assessment plans for their programs.

The Leadership Team has encouraged faculty and staff to address assessment at all levels. Their financial and verbal support for not only instructional but also institutional assessment has kept the process moving. Having the Leadership at the recent Assessment Retreat gave the key administrators the opportunity to work with faculty and instructional deans, confirming their support for this important undertaking.

- Assessment Retreat: The Assessment Retreat involved campus leaders and planners—the Leadership Team, instructional deans, key faculty representatives, and other administrators. The purpose of the retreat was to finalize and validate the Assessment Plan, a document that evolved in stages over the academic year.

Assessment Plan: The Assessment Plan is an institutional assessment document that contains these components:

- Program assessment plans with measurable outcomes

- General education outcomes
- A campus-wide Assessment Committee
- Strategic Enrollment Management
- Campus-wide outcomes Annual Plan

The Assessment Plan incorporates all the previous planning activities and provides greater direction and evaluation of performance for the institution. The Assessment Plan was addressed earlier in this report. Parts of the Plan are included in Appendix D. The complete document will be available for the October site visit.

Assessment Report: The Assessment Report is a summary of the college's assessment activities; it continues from where the institution reported its accomplishments and timelines in its 1997 Focused Interim Report. The report will be available for the October site visit.

Chart of Institutional Effectiveness: The Chart of Institutional Effectiveness with its eight "Areas of Inquiry" was revised. The number of performance indicators was reduced; some were refined to make them meaningful to divisions. Reports on the performance indicators are prepared annually. The college originally put the gathering of data and reporting of the performance indicators on a three-year timeframe partly because not all data were available and partly because more time was needed to determine how important some of the data would be for planning. The first year, only eleven indicators could be measured and reported as shown in the 1997 Focused Interim Report. After the revisions were made to the Chart and performance indictors, the data were gathered and reported in several major documents. The Performance Indicators measure different aspects of assessment; these will continue to be used in determining student and college success. The Chart was presented earlier.

"Assessing Institutional Effectiveness": The "Assessing Institutional Effectiveness" document was the first step in providing the campus with an annual report on the status of its planning and assessment documents. Timelines were included that had to be modified; however, having such a document provided to the entire campus gave faculty a sense of where the institution was headed. A more comprehensive follow up document entitled "Planning for the 21st Century" carried out a commitment to strategic planning and gave both internal and external audiences a summary of the college-wide efforts to validate its mission and vision. The major divisions included: enrollment and demographics, performance indicators, and constituent surveys. A timetable of research gathered and reported internally or to UCCSN was included in the appendix. Copies of this document were available for the 1997 Northwest site visit and will be available to the Northwest visiting team in October.

FACT BOOK: The FACT BOOK revisions made the document useful for planning. Having the data available on the network allowed internal use as well as System use.

"Information Technology Vision;" The "Information Technology Vision" for 2000, 2002 was a major strategic planning effort related to technology. Information resources were

grouped into five areas: Administrative Computing, Instructional Technology, Distance Education, Library Services, and Infrastructure. The Information Resources division addressed its short and long term planning initiatives related to equipment, personnel, and services necessary to serve student growth. It was more fully described in the 1997 Focused Interim Report. The Executive Summary of this document is included in Appendix P.

Design Team Final Reports: The oral report and final written report for each design team provide substantial documentation about each project. These research materials are excellent references for future projects or continuation of the same project. Final reports are centrally housed in the Office of Institutional Effectiveness and Research.

Decision-Making

The shared governance organization of TMCC provides for greater input in decision-making. Planning is a requirement; all units must have goals in order to establish initiatives for funding. As the campus-wide outcomes Annual Plan develops over the coming year, all outcomes will be centrally collected and used for action and evaluation. Prior to the Annual Plan, periodic reports were made to Institutional Effectiveness and the Leadership Team. Vice Presidents tracked the progress of their divisions and requested reports as design teams, standing committees, or task forces accumulated information useful to the campus. These various reports were widely distributed; most of them were put on the network or the web. Reports presented to Institutional Effectiveness were taken forward to the Leadership Team meetings for action.

Achievements Expected of Students

In TMCC's response to General Recommendation Two regarding assessment, the college described the steps taken since 1995. Many of performance indicators from the Chart for Institutional Effectiveness are directly related to student expectations. Those performance indicators and the standards TMCC has set are provided as the college's expectations of its students. The status is abbreviated here but provided more fully in the appendix. Data for these and other performance indicators are included in Appendix A.

Expectation/Performance Indicator: Employment of program completers in degree-related jobs within six months of graduation.
Standard: Seventy percent of program completers will be employed in a degree-related occupation within six months of graduation.
Status: Of the 1997-98 students responding to the survey, 82 percent were employed. Forty-three 43 percent reported either a job advancement or being hired for the new job following graduation; 65 percent felt their program at TMCC sufficiently prepared them for their current occupation; and 68 percent stated they were working in a degree-related field.

Expectation/Performance Indicator: Completion of required licensure/certificate exams by program completers
Standard: At least 90 percent of program completers will pass licensure/certificate exams.

Status: In the 1998-99 academic year, 85 percent of those students who completed programs requiring a license or certification went on to pass licensure/certificate exams.

Expectation/Performance Indicator: Program completers' satisfaction with technical education preparation
Standard: Ninety percent of program completers will indicate satisfaction with technical education preparation at TMCC.
Status: In the 1998-99 academic year, graduates responding to a survey related rated seven indicators of satisfaction. The results by areas were: access to computers, 80 percent; wide array of technology courses offered, 73 percent; excellent instruction in technology, 59 percent; information resources meet needs, 77 percent; learning resources meet needs, 69 percent; instructional equipment meet needs, 78 percent; classroom facilities meet needs, 78 percent.

Expectation/Performance Indicator: Program completers' satisfaction with general education preparation
Standard: Ninety percent of program completers will indicate satisfaction with general education preparation at TMCC.
Status: In the 1998-99 academic year, graduates were asked to indicate their degree of general education satisfaction. Those responding provided these percentages: atmosphere supportive of student learning, 96 percent; opportunity provided to develop competency, 95 percent; courses provided in a variety of formats, 91 percent; sufficient number of courses provided, 89 percent; ensured opportunity to complete program, 87 percent; faculty presented information in a fair/objective manner, 83 percent; faculty make a strong effort, 86 percent; overall quality of instruction, 87 percent.

Expectation/Performance Indicator: Program Completion Time (Graduation Rate)
Standard: Twenty percent of students from full-time, first-time cohorts will complete their programs within 150 percent of the normal completion time.
Status: Students completing their program within 150 percent of normal time 10 percent; non-completers still enrolled, 26 percent.

Expectation/Performance Indicator: College Retention Rates
Standard: From the total number of student enrollments each semester, TMCC will retain at least 70 percent of its students.
Status: Since Fall 1992, TMCC's retention rate has remained above 70 percent, with recent semesters reaching 74-75 percent. The average campus retention rate for the past seven years in 73 percent.

Expectation/Performance Indicator: College Persistence Rates
Standard: Second semester persistence rates for first-time, degree-seeking students will meet or exceed 60 percent.
Status: The first-time, degree seeking cohort from Fall 1998 recorded higher persistence rates than any other cohort in the past six years.

Expectation/Performance Indicator: Occupational Threshold Obtainers
Standard: At least 25 percent of first-time, occupational degree-seeking students will reach the occupation threshold level.
Status: From the 1995 cohort of first-time, occupational degree seeking students, 27 percent reached the occupational threshold. This is 7 percent higher that the 1996 cohort.

Expectation/Performance Indicator: Graduation Rate of Occupational Threshold Cohort
Standard: At least 63 percent of the "occupational threshold obtainers" will possess an overall GPA and occupational GPA of 3.0 or higher.
Status: The graduation rate for 1996 cohort was slightly higher than the 1995 cohort.

Expectation/Performance Indicator: Success of Remedial Math Students
Standard: Approximately 60 percent of MATH 096 (remedial) students will go on to successfully complete MATH 120 or 126.
Status: The percentage of completers of MATH 120 or 126 was 56 percent in 1996, 64 percent in 1997, and 57 percent in 1998.

Expectation/Performance Indicator: Success of Remedial English Students
Standard: Approximately 60 percent of English 090 (remedial) students will go on to successfully complete English 101.
Status: Of those completing English 090 and completing English 101, the 1996 cohort percentage was 61; the 1998 percentage was 60.

The data from the status of these indicators are used in various ways, frequently informally in the planning process. For example, the Mathematics Department monitors the success of students who took remedial courses. Changes are sometimes made in curriculum to develop a stronger bridge between mathematics levels. Another example, college retention rates are always under scrutiny; the college seeks ways to improve retention in all areas. Assistant instructional deans and deans review the number of students retained in classes by full- and part-time faculty. Evidence of these retention efforts are found in the administrative support for the Writing Center and tutoring services.

Student satisfaction is an important concept for the campus. While not all divisions use these data in day-to-day operational activities, most administrators do review and use this information in long range planning.

Centralized Reporting Efforts
Linking institutional effectiveness and expectations of students is centralized in the division of Institutional Effectiveness and Research. Monitoring all of the assessment components of both the academic and institutional areas is under the Director of Outcomes Assessment. The Director's responsibilities are institutional and include the development of assessment measures as well as the reporting. The Director works closely with the college divisions and administration and reports to Assistant Dean of Institutional Research.

The Assistant Dean of Institutional Research is responsible for all data collection and reporting. He is the contact person for internal and external data; he coordinates the activities of the Director of Outcomes Assessment with the activities of his office and works closely with the Associate Dean of Enrollment Management and the Assistant Dean of Operations Management. The Assistant Dean of Institutional Research reports to the Assistant Vice President, Institutional Effectiveness and Research.

The Assistant Vice President of Institutional Effectiveness coordinates strategic planning activities and reporting as well as accreditation activities. She reports directly to the Senior Vice President and works with the Leadership in coordinating accreditation and Planning and Policy Council functions. These three offices work independently and dependently to facilitate and support the planning and reporting activities of the college. Collectively, they guide the institutional effectiveness process through the continuous quality improvement steps of plan, do, act, check.

4.0 Part C: OTHER SIGNIFICANT CHANGES RELATED TO COMMISSION POLICIES AND STANDARDS

In addition to the information provided in Parts A and B, TMCC is presenting a few significant accomplishments related to Northwest Standards and Policies. These are selected because of their positive impact on the institution.

4.1 Standard One – Institutional Mission and Goals, Planning and Effectiveness

4.1.1 Campus-Wide Outcomes Annual Plan

Although the campus-wide outcomes Annual Plan was presented earlier, it is repeated here because of the tremendous impact it will have on all aspects of the institution. Every division, every unit will have strategic goals stated at the beginning of each year. At the end of the year, reports will be made to the Planning and Policy Council and to the President describing to what degree the goals were met. The accomplishments will reflect in the evaluation of every individual. Making a shift to such a unified, accountable plan will mean a paradigm shift for some individuals and divisions. The result will be greater accountability at all levels.

4.2 Standard Two – Planning and Effectiveness

4.2.1 Washoe K-16 Council

Washoe County K-16 Council is a partnership of business leaders, parents, University of Nevada, Reno, Washoe County School District, and TMCC. The organization works to reduce duplication among the three educational entities, promote seamless education, improve retention at all levels, and improve standards. Reports such as those related to Washoe County High School graduates entering and staying in college are made annually. TMCC's participation in this group is reflected in its program planning.

4.2.2 UCCSN K-16.

The UCCSN System is developing a K-16 body to address internal student issues. Representatives from the institutions recently attended a NASH Educational Trust meeting. The conference stressed the importance of standards for post-secondary education and student retention. The outcome of TMCC's involvement will be the continuation of joint meetings between the university and the community college faculty to have the exit competencies from the community college be the entrance competencies at the transfer level. This partnership effort will impact curriculum planning and assessment activities.

4.3 Standard Three – Students

4.3.1 New Program for Non-Traditional Students

LEAP (Learning Experience Assessment Program) was developed for non-traditional students last year. The program was designed for students who have experience in their field but lack the college degree for advancement. Students enroll in a degree program for which the credit is relevant, complete the English/communications requirement and register for the portfolio development class. Students can gain college credit through a combination of non-traditional methods such as portfolio development, challenge exams, transcript assessments, and previous hands-on learning experiences and training. TMCC is the only post-secondary Nevada institution providing the special portfolio development component.

4.3.2 Scholarships

TMCC students have an abundance of scholarships for which they can apply. The TMCC foundation provided close to $200,000 in scholarships for Fall Semester 2000. When Foundation scholarships were first awarded in 1990, the amount was $11,000.

4.3. 3 Millennium Scholarships

The governor of Nevada allocated scholarship money for Nevada seniors who graduate with a 3.0 grade point average. Students planning to attend Nevada's community colleges receive $2,500 per year as long as they maintain their grade point average. (A higher amount is awarded for those planning to attend either university.) TMCC anticipates additional enrollment from this project.

4.3.4 School-To-Careers Opportunities

The School-to-Careers Opportunity System recognizes the unique needs of working adults as well as youth. The program encompasses such activities as Dual Credit, Tech Prep, advanced placement examinations, distance education, and "Days on the Hill" college tours to help bridge the high school student into college, and later into the workforce. TMCC's School-to-Careers also encompasses 2 + 2 links with Washoe County Schools, and a 2 + 2 +2 link that includes the University of Nevada, Reno. This program has grown substantially during the 1999-2000 year. These are some of the key data:

- 468 employers participate in work based activities
- 402 employers participate in the connecting activities
- 936 students in grades 11-16 earned vocational or technical certificates
- 165 faculty attended training related to Carl Perkins or School-to-Careers integration
- 22 faculty participated in externships
- 1473 students in grades 13 or 14 enrolled in paid or unpaid credit-granting work based learning courses

4.3.5 International Student Program

TMCC provides support services for 320 foreign students representing 52 countries. The highest number enrolled in one area, 186, are enrolled in the Liberal Arts and Science/General Studies/Humanities. Japan has the highest number of students enrolled, 160. The college has worked to expand its student services to accommodate this diverse student population.

4.4 Standard Four – Faculty

4.4.1 Examples of Activities

The quality and dedication of TMCC's professionals is outstanding. In the earlier part of the report the college addressed the professionalism and accomplishments of many of the faculty. TMCC is identifying a cross-campus sample of the "above and beyond" activities, those not a part of the contracted responsibilities or compensated by the college for the work.

Program Person	Activity
Ralph Shafer (Computers)	Certifications MCSE Windows 2000, CCNA Cisco
Ben Scheible (Real Estate)	SWOT analysis for the Division Speaker for Nevada Assn. of Realtors Wrote an article on Digital Signatures Obtained Broker-Salesperson license
Reuel Smith (Culinary)	Revised program, added new emphasis
Linda Saunders (Nursing)	Certifications-- ANCC
Sue Turbow (Early Childhood)	Region 9 Representative for ACCESS Certification—WestEd
Pat Durham-Taylor (Nursing)	Worked in hospital to keep certifications
Linda Webb (Dental Hygiene)	Delegate for the NV Dental Hygiene Assn. Nominated for Warner Lambert Natl Award Authored feature article for ADHA's "Access"
Julie Muhle (Dental Assisting)	Working on a grant with UNR Geology to determine radiation levels of certain rocks and formations Writing a text on Dental Assisting for F. A. Davis Nominated to Who's Who in Healthcare & Medicine
Kelse Harder (Fine Arts)	Art judge of Nevada State Fair In Marques "Who's Who in America" (Nevada's only artist/educator in Who's Who)

4.5 Standard Seven –Finance

4.5.1 Operations Research

Operations Research is a small, data oriented group that reviews a variety of college functions for greater budgetary efficiency. For example, Operations Research compares instructional dollars available with clock hours classes are scheduled and classroom space available. The result is better use of instructional dollars while providing optimal opportunities for students.

4.6 Standard Eight – Physical Resources

4.6.1 Facility Master Plan

The College's Facility Master Plan brings projected needs into focus. The extent of physical planning needed to accommodate future enrollment will allow the college to be better prepared for presentations to the Board of Regents and to the Public Works Board. The Facility Master Plan is being finalized this summer.

4.6.2 New Telephone System

One of TMCC's major undertakings was the installation of its own PBX system. Some of the new features included these: permitted TMCC to have phone service in all offices and classrooms, provided quality phone reception for every location; freed the college of dependence on outside vendors, provided voice mail boxes for everyone; made all TMCC locations interconnected, reduced costs because the institution could monitor circuit use, and can be expanded in future years.

4.7 Standard Nine – Institutional Integrity

4.7.1 College Draft

The college has statements such as those of academic freedom assured through the UCCSN Code. The college did develop a policy on computer usage. However, the college didn't have its own statement that included such topics as rights of faculty or academic freedom. In order to have a concise statement that addressed integrity in general, the college formed a design team. The group met several times over the course of the year. A draft was presented to the Senate's Professional Standards Committee at the last meeting of the year. The Senate Committee felt that the draft needed to be broadened. The design team will continue to work with Faculty Senate's Professional Standards Committee to finalize a statement similar to those in other UCCSN institutions.